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AUTHOR Summers, Edward G.; Jeroski, Sharon F.
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ABSTRACT

An annotated bibliography of 567 secondary school reading dissertations reported during the period 1960-1976, a content analysis of these dissertations, and a discussion of the research requirement in secondary school reading are included in this report. Topics discussed include the history of the dissertation requirement within the context of the graduate study, the difficulty of dissemination of dissertation research information, content analysis of dissertation collections, the procedures used in this study, and analysis of data and results. Suggestions and observations based on this information include: the dissertation tends to be tacitly considered a training instrument rather than an original contribution to knowledge, abstracts submitted to Dissertation Abstracts International should be improved and standardized, and an update to this bibliography should be undertaken by a professional organization. The appendixes contain the coded raw data for content analysis, a list of institutions with numbers of dissertations produced, a keyword in context index, and an author index. The bibliography is divided into these areas: correlates of reading achievement, students, secondary school reading programs, material, personnel, reading skills, reading in the content areas, reading problems, atypical learners, and miscellaneous research. (MKN)

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THE DISSERTATION RESEARCH REQUIREMENT IN SECONDARY READING

by

Edward G. Summers and Sharon F. Jeroski

University of British Columbia

June 1977

"PERMISSION TO REPRODUCE THIS
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Although some dissertations deservedly find their way into public print as books, unfortunately, too many of the other high caliber studies do not, and are only partially recorded as articles in periodicals, or are inconspicuously shelved in the university libraries, to gather the proverbial dust. (Dossick, 1972, p.2)

PREFACE

This monograph is the outcome of our analysis of the dissertation requirement in secondary reading over a number of years. The potential value and at the same time limited utilization of the body of education dissertation literature in general is increasingly recognized. In his 1976 presidential address to the American Educational Research Association, Glass commented, "The dissertation literature is huge and filled with gems. It's a scandal that few persons other than doctoral students ever enter it" (p.12). In a study of doctoral research at the School of Education of New York University, Dossick (1972) contended that dissertations:

Contribute much to knowledge because of the highly specialized character of the data, the results of minute research under expert guidance, and because of the wide use of primary sources, experimental investigations, statistical information etc. Over and above much of the pedestrian and at times, mediocre, there remains a huge vast storehouse of valuable research which represents a 'frozen asset' of data ready to be tapped like a

rich vein in a mine. (p.2)

Starr (1964) decried the fact that:

Working assiduously and with single-minded determination, doctoral candidates produce dissertations which are often relegated to the limbo of the library reference rooms, or to the dark recesses of microfilm cans. These products of sacrifice, sweat and tears, frequently go unnoticed, unheralded, uncriticized and unutilized. (p.iii)

Calam (1969), calling for changes in the dissertation format, pointed out the paradox in advanced studies which "frequently generate dissertations that are not studied" (p.6).

The sheer bulk of the dissertation literature is impressive with 340,000 doctor's degrees awarded between 1861 and 1970, and a projected figure of 340,000 more for the 1971-1980 decade (Wolfe & Kidd, 1971, p.784). The value of these contributions is inevitably lessened by the difficulties involved in obtaining access to the information. Glass(1976), attempting to integrate the outcome evaluation literature in psychotherapy and counselling, stated:

A major practical problem in collecting literature concerns dissertations. Considering the importance of the body of this work, it is astounding that it is consistently avoided by reviewers -- astounding but understandable. In professional and clinical fields, excellent dissertation research may be pursued but never published in journals; perhaps the student's interests are professional, not scholarly. There grows a thesis literature of significant quality and size that is accessible only to those who will go to the work of reading Dissertation Abstracts, purchasing the microfilms and reading them. (p.12)

Thus, an impressive body of dissertation research exists, but it is often underutilized largely because of problems involving accessibility. The creation of University Microfilms as a central depository with dissertations announced monthly in DAI does not appear to have greatly improved access to dissertation research (Boyer, 1972), even though submission of a dissertation to DAI is considered to fulfill the requirement of having "published" both the dissertation and an abstract. The literature of information science supports and emphasizes the role of secondary publications such as abstracting and indexing services in disseminating often overwhelming amounts of information, and a number of publications involving dissertation research in a particular institution or subject area have appeared. Gross (1972) dealing with dissertations in social studies education, noted:

[the] annotations provided in our publication (Gross & de la Cruz, 1972) should be of use to those seeking information on various aspects of research and development in the field of social studies education. In addition to researchers and prospective researchers, teachers, supervisors and consultants, as well as authors and editors, may find helpful leads and information in the dissertations we have annotated. In most cases we trust that enough information has been included so that such users will know whether they wish to review the dissertation itself in its entirety. (p.558)

Facilitating better access is, however, merely a first step. As Novak (1975) pointed out: "If dissertations are to be utilized fully, some way of analyzing and describing them

must be developed. A format for arranging the information in a logical form is needed" (p.2). Yesseldyke and Pickholtz (1975) concluded: "Perhaps the best indicator of research interests and trends in a particular field is a review of theses and dissertations being completed for doctoral degrees" (p.264), while Glass (1976) called for "the orderly summarization of studies so that knowledge can be extracted from the myriad individual researches.... We need more scholarly effort concentrated on the problem of finding knowledge that lies untapped in completed research studies"(p.5).

Analyses of dissertation research, both demographic and content, is seen as significant for a number of reasons: for index purposes (Draper, 1974); for identifying trends in research methodology and determining relationships between the studies and previously identified research needs (McDonald, 1974); for indicating research interests and trends in a particular field (Yesseldyke & Pickholtz, 1975); Palmatier & Rood, 1975); and for summarization of existing research (Worthington, 1975). The need for secondary publications such as annotated indexes of dissertation research is related to the apparent failure of this research to be reported in the open literature. A lack of interest in acquiring the primary documents, the dissertations themselves, has been attributed to the widespread assumption that any such research of significance is reported in the

journal literature. Empirical evidence, however, points to a dearth of journal publications based on dissertation research (McPhie, 1959; Boyer, 1972) with, in education, several studies reporting a maximum of 40 percent of completed dissertations exploited for further publication.

Dissertations can serve as a valuable vehicle for dissemination of research results and better use should be made of dissertations in scholarly endeavours in all fields. However, better compilations of completed thesis research must be organized and made available. To be most effective, such bibliographies should contain abstracts or annotations, organized by categories, within a carefully developed empirical classification scheme which reflects the true substantive content of the dissertations themselves. Key Word in Context (KWIC) indexes, based on the semantic content of titles, can provide important additional access points for a dissertation collection. Content analysis of theses provides a means to an end -- the assessment of trends, facilitation of comparisons, and illumination of various characteristics of research in the field of secondary reading. Content analyses reported in previous research provide ample methodology for the analysis of secondary reading dissertations.

Lists of reading dissertations have been collected, organized and published in several reports in past years. While such reports have proven useful as bibliographic

tools, little content analysis of the dissertation literature related to specific levels of reading has been done. This monograph presents the results of our analysis of 567 secondary reading dissertations reported during the period 1960-1976.

Since 1960 there has been a dramatic growth of interest in the specific area of reading in the secondary school within the broad field of reading. All types of information sources on the topic have exhibited marked growth including the journal literature, professional textbooks, report and fugitive sources and dissertations. A body of 567 doctoral dissertations were identified for the period 1960 through 1975 which relate to secondary reading. The size of this output should not be surprising in view of the universality of the dissertation requirement. Surveying doctoral offerings in education at 145 American institutions, Robertson and Sistler (1971) found that more than 90 percent of both Doctor of Philosophy (Ph.D.) and Doctor of Education (Ed.D.) programs used the formal dissertation as the only acceptable means for satisfying the terminal research requirement. Palmatier and Manzo (1974) examining data on doctoral programs in reading from 18 institutions representing each major geographical region in the U.S., found the only point of total consensus was the requirement of a doctoral thesis from both Ph.D. and Ed.D. candidates. Certainly, in any field, the existence of 567

individual studies over the past 15 years seems worthy of attention. Additionally, when these studies have been carried out at major institutions of higher education and must be seen as reflecting research interests and trends not only of the individual researchers, but also of the wider community of professors and researchers involved as instructors, committee members and consultants, their importance as information sources should not be underrated.

In this monograph, we review the history of the dissertation requirement within doctoral study in education and the concomitant need for wider dissemination of research results, describe the content analysis and statistical procedures used in conducting the study, present and interpret the data derived from it, organize the secondary dissertation output into a useable form with three points of access, and suggest a methodology for providing continuous access to the wealth of dissertation literature available. Research methodology from library and information science has been applied in developing the bibliographic tools and generating the content analyses. Three major aims guided the work reported here:

1. To identify the body of recent secondary dissertation literature and develop an annotated bibliography, with author and Key Word in Context (KWIC) indexes, to facilitate access to the collection.
2. To conduct a content analysis of the dissertation

collection to identify subject areas in which research has been conducted in secondary reading; describe the collection on the demographic variables year of completion, type of degree, page length, sex of author and institution awarding degree; analyze the dissertations using the content variables topical classification of dissertation contents, educational domain, type of research, data analysis techniques and data gathering techniques.

3. To analyze the interaction between year of completion, type of degree and sex of author and the variables topical classification, type of research reported and data analysis techniques used.

Elements of these aims are incorporated as variables in the univariate and bivariate analyses reported later.

All disciplines support the dissemination of results as an integral part of the research process. Until now, the results from the dissertation output in secondary reading have been unavailable largely because dissertations related to specific topics have not been collected and organized in a usable form. As Glass (1976) noted, it is little wonder that "few persons other than doctoral students ever seek out the [dissertation] gems." Allen and Gerstberger (1967) suggest that accessibility and ease of use are stronger correlates of information channel use than is technical quality.

Carter (1967) observed "If knowledge stays confined to

the intimate community in which it originates, it will have little impact on the larger community concerned with the application and exploitation of knowledge" (p.2). In developing the annotated bibliography and content analyses our purpose has been to pull together the isolated fragments of separate theses and organize them into a collection which can be readily used and updated. However, it is also our hope that this monograph not only will improve access to dissertation literature but also will stimulate evaluation and synthesis of the body of dissertations and result in better understanding of the state-of-the-art of research reported in the area of secondary reading.

Give every native born American a Ph.D. at birth and start from there. (Barzun, 1968, p.261)

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With each degree conferred, another research project has been completed and the results reported in a dissertation. Each dissertation represents a refereed paper, supervised by an advisor whose competence in the field is acknowledged by the position he holds within the university and subject to the criticisms and guidance of two to six other similarly distinguished individuals. The research completed under such stringent conditions surely is of no less value than that completed in laboratories and workshops outside the halls of academe. (Boyer, 1972, p.13)

THE DISSERTATION REQUIREMENT WITHIN THE CONTEXT OF GRADUATE STUDY

Doctoral study has historically occupied a unique position in higher education. Debate over its nature and direction has intensified in recent years as the number of doctorates awarded and concomitantly the resources expended have increased dramatically.

From 1861 when Yale became the first American university to grant the Ph.D. through 1970, American universities awarded 340,000 doctor's degrees. Half of these were awarded in the last nine years of the period. If the current projections of degree trends are borne out, another 340,000 (and probably more) will be awarded in the 1971-1980 decade. (Wolfe & Kidd, 1971, p.784)

Almost from its inception the doctor's degree represented a "highly significant acknowledgement of intellectual nobility" with the first doctorates probably the Doctor of

Civil Law and the Doctor of Canon Law, awarded in Bologna in the twelfth century (Schweitzer, 1965, pp.6-8). The Doctor of Philosophy (Ph.D.) developed as a licence to teach but required research as a basis for teaching, a requirement solidified in the German system and standardized in the American system of higher education (Simonds, 1973) with the German university spirit of "search for knowledge and concomitant emphasis on productive research" transplanted in large measure to America (Rudy, 1962, pp.20-21). The earned doctorate was introduced in America at Yale in 1861 with the following requirements.

Admission for students with bachelors' degree, three years of study, knowledge of French and German; general examinations written or oral or both; and a dissertation which embodied original research, a defence of this dissertation before faculty members and publication of the dissertation. (Walters, 1965, p.14)

Three Ph.D.'s were awarded at Yale in 1861. William D. Whitney, classics, presented a six page handwritten thesis in Latin on the proverb "Brevis vita, ars longa"; Arthur William Wright, physics, submitted "Having Given the Velocity and Direction of Motion of a Meteor on Entering the Atmosphere of the Earth to Determine its Orbit Around the Sun"; and Eugene Schulyer, psychology, wrote "Wedgewood on English Philology", published in Bibliotheca Sacra as a review article of 24 pages (Rosenberg, 1962).

The establishment of Johns Hopkins as a graduate school in 1876 saw the standardization of the Ph.D. program in the

United States (Simonds, 1973) and by 1900 when about 382 doctorates were awarded most universities had adopted requirements very similar to those outlined at Yale in 1861 (Walters, 1965, pp.14-15). Prior (1965) noted:

In specific details there have been changes over the years: the requirement for the dissertation to be published has been abandoned; the language requirement has become less inflexible; formal course work has, perhaps unfortunately, been increased; and the qualifying examination, usually written, has become almost universal and has replaced in importance and in rigor, the old oral "defence of the thesis". In the main, however, the basic aims and expectations have remained unaltered in essence. (p.35)

From the inception of the doctoral degree the dissertation requirement has been the subject of often acrimonious criticism. Professor James M. Taylor of Vassar College expressed fear, in 1894, of the domination of the doctoral degree with dissertation stating that too much emphasis on specialization might well bring about the neglect of broad scholarship (Walters, 1965, p.17). The University of Virginia representative at the 1908 American Association of Universities conference commented:

I agree with the views published years ago by such men as Mommsen, Bluntchli and Carl Vogt, that the German dissertation is in most cases a pretentious humbug. The same is true of the American article... I do not believe in artificially luring men of mediocre ability into publication of stupid monographs upon wholly uninteresting themes, and in persuading such men that they have been doing 'original research'. (Prior, 1965, p.43)

Edwin E. Slosson, in a 1909-1910 article for The Independent questioned the meaning of "original contribution" as applied

to the dissertation suggesting the requirement of publishing the dissertation to maintain high standards and strengthen the doctoral degree (Walters, 1965, p.18). President Ray Lyman Wilbur of Stanford, however, recommended to the Association of American Universities in 1924 "that the standard for the degree be so changed that the recipient ... would be freed from the necessity of taking set courses of any kind. It should be a degree conferred upon one who has done original research" (Walters, 1965, p.18).

Emergence of the Ed.D.

Responding in part to the practice of using degrees for increased salary and rating in the public school system, Harvard University in 1922 decided to award the Doctor of Education (Ed.D.) for work not in arts and sciences but in education.

A similar pressure within the undergraduate colleges and universities for the doctor's degree as a prerequisite for faculty members raised the question of the status of the Ed.D. Other universities while following the practice of Harvard University which granted this degree in its School of Education broadened the number of fields in which the Ed.D. might be obtained. The problem of the status of the Ed.D. was not solved during this period and has not been solved at this writing. (Grigg, 1965, p.16)

Ashton (1965) noted that any theoretical differences between the Ed.D. and the Ph.D. have long since been lost with the only real difference being that the Ed.D. seldom requires knowledge of a foreign language, while Spurr (1970) found

the Ed.D. basically parallel to the Ph.D. with similar requirements and grouped with the Ph.D. in graduate school statistics. He commented:

Whether correctly or not, students and faculty alike regard the Ed.D. as an inferior Ph.D. and will opt for the later if given the choice, settling for the former only when that is the only possible doctoral award.... While there seems to be little justification for the Ed.D. as a second class Ph.D. there is every justification for a truly professional Doctor of Education program (p.141)

The dissertation has become as ubiquitous as an Ed.D. requirement as it is for the traditional Ph.D. with 91.1 percent of the Ed.D. programs in Education at 145 American universities described as permitting a formal dissertation "as the only acceptable terminal research project" (Robertson & Sistler, 1971, p.53). Covering the period of 1965 to 1969 only six responding institutions indicated that a choice between a formal dissertation and a field study was possible for Ed.D. candidates in their schools. Robertson and Sistler (1971) noted a distinct trend toward the formal dissertation as an Ed.D. requirement and suggested "the net effect of this appeared in making the Ph.D. and the Ed.D. more nearly similar... indicating a lack of differentiation between the two degrees" (p.82).

Ashton (1965) concurred having determined that:

Graduate school bulletins do not disclose any striking difference between the research and dissertation for the different degrees. Almost every institution speaks of expecting the dissertation to be an "original contribution to knowledge" whether it be for the Ph.D., the Ed.D.,

the Doctor of Engineering or any other degree.
(p.69)

Williams (1971) lamented that Ed.D. projects "have taken on all the traditions of the dissertation process in their efforts to become more 'hardnosed'(p.755).

Universality of the Dissertation Requirement

Despite continuing criticism (McGrath, 1959; Carmichael, 1961; Barzun, 1968; Williams, 1971; Jordan, 1970/71) the dissertation as a doctoral requirement appears firmly entrenched in the graduate education process. Prior (1965) found that the chief common element in Ph.D. programs has been the emphasis on independent investigation as a preparation for continued scholarly activity and while the most determined and severe critics would not regret the elimination of the requirement, such a radical revision is unlikely, as "the dissertation has always been a distinctive feature of a degree which leads up to an exercise in independent investigation" (p.45). With respect to the education dissertation requirement in Canadian institutions Robertson (1971) stated:

The Canadian university, from the moment the prospective student applies for admission to the program, attempts to make it clear that all else is contributory to the research; whatever course work, seminar, or internship is part of the student's program, this is required by way of preparation for his research project. (p.12)

Berelson (1960) saw no prospect of the dissertation

being dropped as a central requirement for the Ph.D. stating that "almost everything else would have to yield before it would" (p.172), and Mayhew and Ford (1974) commented:

The thesis as the proper culmination for a Ph.D. program seems almost as well entrenched as ever ... A few institutions are exhibiting a willingness to substitute scholarly essays in place of a dissertation requirement; but the number of institutions exploring this kind of change is still quite limited. (p.212)

In her study of graduate education in ten leading American institutions, Heiss (1970) found:

Dissertation requirements appear to be consistent, if not virtually the same, for all universities in the sample. Each university stipulates that the dissertation or thesis must embody significant ideas, be the product of independent investigation, and make a valuable contribution to knowledge in the field. It is expected to be of such scope and skillful presentation as to indicate the candidate's command of his subject, ability to contribute a fresh outlook or fresh knowledge, and demonstrate his mastery of the research methodology in his discipline. In most cases the dissertation must be judged as having 'substantial merit' and be passed by a committee of at least three members of the graduate faculty including the major professor. In its directive on this requirement, one institution explicitly states that the topic must be one of 'significance to the candidate's field but at the same time must not be beyond his experience or ability', most institutions imply this limitation in their informal communications. (pp.127-128)

Perusal of representative current Canadian and American graduate calendars confirms the universality of the dissertation requirement.

All candidates must submit a dissertation embodying the results of original research (York University)

A thesis is required of every candidate for the degree of Doctor of Philosophy. The thesis must consist of the candidate's own account of his/her research... The candidate must indicate in what respects his/her investigations have increased the knowledge of the subject. (University of Western Ontario)

A thesis embodying the results of original investigation conducted by the student [is required]. The thesis will report on results of a study, which might address theoretical issues applicable to professional concerns and practice, or which might focus directly on the exploitation of knowledge in order to study or influence aspects of educational practice. (Ed.D. OISE, University of Toronto)

The candidate should clearly indicate ... what elements in the thesis he considers to be contributions to original knowledge. This requirement is mandatory for a doctoral thesis (McGill University)

A candidate must present a thesis which embodies the result of original research and mature scholarship. (McMaster University)

The results of a candidate's research shall be presented in a thesis... The material must be of sufficient merit to meet the standards of reputable scholarly publication. (University of Alberta)

Research conducted by the student while in programme shall be presented in the form of a thesis ... The material must be of sufficient merit to meet standards of reputable scholarly publications. (University of Calgary)

The thesis, based upon original investigation, must demonstrate mature scholarship and critical judgement on the part of the candidate as well as familiarity with tools and methods of research in his special field. To be acceptable it must be a worthwhile contribution to knowledge and warrant publication in whole or in part. (University of Saskatchewan, Saskatoon)

An essential feature of Ph.D. study is the candidate's demonstration of his competence to complete a research project and present his findings. The thesis must constitute a distinct contribution to knowledge in his major field of study and the material must be of sufficient merit to be, in the judgement of the examiners, acceptable for publication. (University of Manitoba)

Recommendation for the degree will be made only after the acceptance of a dissertation which must be a contribution to knowledge and the results of independent work, expressed in satisfactory form. (Stanford University)

The dissertation should show that the student has technical mastery of the field of specialization, is capable of doing independent scholarly work, and is able to formulate conclusions that will in some respect modify or enlarge what has been previously known. (Yale University)

The Doctor of Philosophy is primarily a research degree and the candidate must demonstrate a capacity for independent research by production of an original thesis on a topic within a major field of study. (University of Illinois)

A thesis is required for the Ph.D. degree and must be of sufficient value to warrant publication. (Indiana University)

The dissertation must show that the candidate has technical mastery of the field and is capable of independent research. This study must enlarge or modify what was previously known, or present a significant new interpretation of known materials. (Princeton)

The special research carried on as part of the doctoral work is expected to make a definite contribution to the candidate's chosen field of knowledge - a contribution of sufficient importance to merit publication. The candidate must therefore prepare a thesis showing the results of his research. (Purdue University)

Evidence of a high degree of scholarship, competence in scholarly exposition, and ability to select, organize and apply knowledge must be presented by the candidate in the form of a written thesis. The candidate must demonstrate a capacity for independent thought as well as ability and originality in the application of educational principles or in the development of new generalizations under scientific controls. A thesis may be based upon a product or a project of a professional nature provided scholarly research is involved. (Ed.D. Pennsylvania State University)

An acceptable dissertation based on original investigation is required. The dissertation must show technical mastery of a special field, capacity for independent research, and scholarly ability. (University of Southern California)

The dissertation is expected to exhibit scholarship, reflect mastery of technique, and make a distinctive contribution to the field of knowledge in which a candidate's major lies. (Ed.D. Temple University)

A dissertation which is a definite contribution to knowledge of sufficient importance to warrant its publication shall be offered by the candidate. (Ohio State University)

Each Ph.D. or Ed.D. student must register continuously for a course in doctoral dissertation advisement offered by the department at a certain stage of progress. (Columbia University Teachers College)

The candidate is expected to submit to the department or committee an acceptable doctoral dissertation. (University of Chicago)

Although an indepth analysis of the problem is beyond the scope of this study, it is interesting to note that the overall quality of graduate education has been consistently researched in North America. In its statement on excellence, the American Council on Education in 1960 noted that quality of graduate education is a composite of the teacher, the learner, the curriculum and the educational environment.

The impetus provided by the collection of fine minds and by well-designed and well-organized physical facilities, the esthetic appreciation to be drawn from good literature, conversation, lectures, and various art forms, and the timeliness and timelessness of the instruments of knowledge will, when properly combined provide an ethos and an environment conducive to intellectual quality. (as discussed by Heiss, 1970, p.20)

Stating specific criteria of excellence has, however, been a persistent problem in research on quality of graduate education. Earlier studies emphasized polling distinguished scholars (Hughes, 1962) or securing ratings by department chairmen (Keniston, 1959). Berelson's 1960 nationwide study of U.S. graduate education is considered to be definitive in the field and will be discussed in detail in later sections. Cartter's (1966) research included 106 graduate institutions evaluated by 900 department chairmen, 1,700 distinguished senior scholars, and 1,400 junior scholars. Variables included the quality of the graduate faculty, accessibility of faculty, curricula, educational and research resources, and quality of graduate students. The 1970 study by Heiss reported an in-depth analysis of ten leading graduate programs in the U.S. selected in part on the basis of rankings of the Cartter study. Extensive data were gathered on the nature of the graduate programs offered and faculty opinion and student appraisal with respect to the quality of the programs. The study by Mayhew (1972) reviewed prospects for reform in graduate education in arts and sciences and cited the Thompson (1963) study of graduate

education in sciences in Canadian universities.

Two recent rankings have been reported of leading schools of education. Ranks were based on the quality of faculty research competence and overall attractiveness of institutions based on such factors as reputation and accessibility of faculty, curricula, innovative programs, library resources, other educational facilities, quality of students and prominence of alumni (Phi Delta Kappa, 1977). The 1975 (Margulies & Blau, 1975) ranking with the evaluation made by education deans, placed Stanford, Columbia University Teachers College and Ohio State University in the first three positions. The 1976 (Phi Delta Kappa, 1977) ranking rated by scholars in the field, placed Stanford in a pre-eminent position with Harvard and the University of Chicago grouped fairly close in second and third place.

Allington (1977) examining criteria for ranking graduate programs in reading noted that while traditionally the number of doctorates produced has been used as an indication of a quality program, International Reading Association award winning dissertations have frequently been generated by smaller departments with fewer graduates.

The extent of the dissertation requirement and resultant mass of dissertation literature is also reflected by the numbers of dissertations reported in American Doctoral Dissertations during the period 1960 to 1975

(University Microfilms, 1974-1975). Table I reveals that of the total of 349,624 dissertations, 63,929 (18.28%) have been reported in education.

TABLE I

NUMBER OF DISSERTATIONS REPORTED IN AMERICAN DOCTORAL DISSERTATIONS BY YEAR FROM 1960 TO 1975

Year	Education	Total
1960	1440	9,927
1961	1554	10,303
1962	1866	11,827
1963	1896	13,108
1964	2166	13,576
1965	2429	15,928
1966	2662	15,693
1967	3103	16,928
1968	3507	20,401
1969	4451	21,775
1970	5464	26,218
1971	5827	31,611
1972	6439	36,348
1973	7072	36,348
1974	6968	34,821
1975	6985	34,812
total	63,929	349,624

Doctoral programs in education in Canada are relatively new, the first being inaugurated at the University of Alberta in 1956-58. Robertson's (1971) interview study of three top producing institutions (University of Alberta, Ontario Institute for Studies in Education, University of British Columbia) revealed steady early growth in programs

at the three institutions with an upsurge in the late 1960's (p.3).

In the specific areas of reading education Palmatier and Manzo (1974) examining data from 18 institutions representing each major American geographical region and a total of 300 candidates with a major concentration in reading, found that the only point of total consensus among institutions was the requirement of a doctoral thesis whether for the Ed.D. degree or the Ph.D. in reading education.

Value of the Dissertation Requirement

As Berelson (1960) noted:

Near the center of many issues in doctoral study -- its purpose, program, quality and duration -- stands the doctoral dissertation. Sooner or later the debate gets to it, and any decisions made about it are likely to affect most other areas of graduate education. (p.172)

Berelson's report was based on data derived from questionnaires to graduate deans, graduate faculty members, recent recipients of the doctorate, college presidents and representatives of industry, summarizing the opinions of some 4700 individuals. It is the most ambitious and inclusive empirical study of the status of graduate education undertaken and its impact is evidenced by the frequency with which it is still cited. Regarding the dissertation, Berelson presented data on (a) the value of the dissertation as a contribution to knowledge and as a

research training device, balancing these against the investment in time and money (b) amount of direction and supervision given to the student particularly in the area of topic selection (c) time required to complete the degree, and (d) length of the dissertation. Berelson's study is perhaps most notable for presenting conclusions from a significantly large data base rather than merely offering opinions based on personal observation, a more common technique in analyses of higher education.

Central to virtually all examinations of the dissertation requirement, whether armchair or empirical, lie its nature and value. Berelson (1960) noted that the dissertation was:

supposed to be an original contribution to knowledge... The notion of significant contribution has come in for some hard questioning... If the dissertation is not to be judged by these traditional terms, then what is the alternative? It is to consider the dissertation an instrument of research training... The primary test would be... whether it contributed to the students' knowledge, not the world's. (p.173)

Carmichael (1961) suggesting that a series of problems clustered around the dissertation commented:

The character and purpose of the dissertation itself are not agreed upon. In a recent list one dissertation was 26 pages long; another 326, and others ran as high as 1000. It is clear from an examination of topics listed that no common agreement has been reached as to whether the dissertation should be original work, creative work, an account of research in the laboratory, a collection and organization of facts to prove a thesis or a contribution to knowledge. (p. 54)

Grigg(1965) observed that "in practice, the dissertation is becoming more and more a training instrument"(p.61), and Prior (1965) responding to McGrath's(1959) criticism of "mechanical, pedestrian intellectual operations" involved in "original 'factual' research rewarded with the Ph.D. degree" (p.44) noted that serious proponents of the thesis requirement tend to avoid the phrase "original contribution to knowledge" (p.12). Barzun (1968) applauding the disappearance of the "old monumental eiderdown quilt dissertation" stated that sensible departments now tacitly regard the dissertation as a "trial run in research" rather than an addition to knowledge, and charged "the dissertation proves nothing; it comes out of a last minute tutorial in essay writing" (p.36, 261).

Wolff (1969) called for the abolition of the dissertation.

Members of the same department, who privately view each other's intellectual operations as completely without value must sit together on doctoral committees and somehow transform the intellectual standard of 'contribution to knowledge' into a professional standard of competence. (p.25)

The doctoral dissertation ... is supposed to be in some way an original piece of creative work... [the candidate] is told to take a 'manageable' topic, limit it rigorously, work efficiently -- and produce something worthwhile... Surely it is obvious that no good can come from such a system. (p.27)

Spurr (1970) observed that the student is required to prepare a dissertation theoretically embodying the results

of original research which often, in fact, practically compensates for the lack of originality by length (p.120) and cited the American Graduate Council Committee on Policies in Graduate Education (1957) which suggested that the thesis be a modest specimen eruditionis evidencing the use of techniques of research, ability to organize findings and competence in verbal presentation showing original, but not necessarily creative work (pp. 35-48).

Presenting recommendations for future directions in Higher Education, The Assembly on University Goals and Governance (American Academy of Arts and Sciences, 1971), considering the dissertation requirement, advised:

The dissertation requirement remains a confusing obligation in too many disciplines; every effort should be made to clarify what is required and modesty ought to be the general rule. Many disciplines would be well advised to consider what has become commonplace in the natural sciences where students frequently obtain their advanced degrees in a relatively short time, having demonstrated their capacity for independent research. In too many fields the use of stilted nineteenth-century scholarly formulae result in the production of huge pretentious documents that mock the presumed intention of dissertation requirements. Neither student nor professor is enhanced by the rules of the dissertation game as it is too frequently played at present. (p.20)

More recently, Mayhew and Ford (1974) advised:

as a general rule the nature of doctoral dissertations should be modified to allow a greater range of appropriate topics and methodology If a given kind of scholarly activity can be judged as appropriate for a professor and become the basis on which he is rewarded, the same kind of activity should be judged as appropriate as a dissertation for a graduate student. (p.212)

In surveying graduate school faculty, candidates and alumni, Kleiner (1975) found agreement that a dissertation should be "directed to the acquisition of broad research skills and the organization and effective communication of research results for the ultimate enhancement of man's fund of knowledge" (p.6).

If any consensus can be found in the diverse comments and criticisms on the nature of the dissertation, it would appear to be that the dissertation today should not be bound by the traditional concept of "an original contribution to knowledge" but should be considered more in the nature of a training instrument wherein the candidate evidences original work which may or may not be a significant contribution to knowledge in the field.

While many critics have urged the demise of the dissertation requirement surveys of those most intimately concerned in the process -- faculty, candidates and recent recipients -- overwhelmingly indicated the dissertation experience to be of great value to both the candidate and the field.

An early report (Edwards, 1944) based on three studies involving 12,467 graduate students and on-site visits to 11 universities, found that faculty members frequently considered that the thesis or dissertation gave the student his most valuable training, and perhaps even more interesting, invariably considered adequate whatever

procedures were currently practiced at their institutions.

McPhie (1959) found, using questionnaire data from 288 authors of dissertations in the field of social studies from 1934 to 1957, that 97.5 judged the dissertation experience to have been valuable to their professional preparation. Berelson (1960) reported that 76 percent of the graduate faculty surveyed and 81 percent of the recent recipients were "fairly satisfied" or "very satisfied" with dissertations done in their departments and with their own dissertations. Asked to evaluate eight major aspects of the doctoral program, both the graduate faculty and recent recipients put work for the dissertation at the top of the list of those "particularly valuable" (p.176). Berelson also presented data on responses to "Do you think that the value of the dissertation is primarily as an original contribution to knowledge or primarily as an exercise in research training? Which should it be?" finding that 15 percent of the recent graduates viewed it as primarily a contribution to knowledge with 25 percent of both faculty and recipients indicating that as its proper role. Fifty-seven percent of the faculty and 31 percent of the recipients found the dissertation constituted an exercise in research training and 26 percent and 42 percent respectively felt this was satisfactory. Viewing the dissertation as equally a contribution to the field and a research training exercise were 26 percent of the faculty and 42 percent of the

recipients, while 42 percent and 56 percent respectively indicated this combination optimum.

Karstetter (1963) concluded, from questionnaire data for a sample of 108 recipients of doctoral degrees in speech from 1890 to 1970, that 80 percent evaluated the dissertation experience favourably, holding the opinion that no better preparation exists for the scholar teacher. Less than one percent of the sample took an unfavourable view of the requirement (p. 122-123). Wood (1967) with a 55 percent return of questionnaires mailed to all doctoral recipients in education for 1955-1956, reported that the majority agreed that the experience of planning and completing the dissertation research was an essential part of the learning experience, that the dissertation experience was valuable in terms of its preparation for professional roles in education, and that their dissertation research made a competent contribution to the field with the issues investigated significant and valuable. Nelson (1973), however, using questionnaire responses from students in Curriculum and Secondary Education at Michigan State University, found that an alternative to the dissertation would be selected by a substantial majority of doctoral students if such alternative was available, and Friedman (1974) with a response rate of 83 percent to a mail questionnaire to 69 graduates of the Counsellor Education Program at Boston University, 1966-1971, concluded that

alternatives to the dissertation should be allowed for those students more interested in developing service competencies rather than research skills.

Analyzing selected criteria associated with the successful completion of doctoral dissertations in physical education, Medlock (1975) surveyed graduates from nine selected southern universities and, based on an 82 percent return from 450 graduates, found that over 54 percent utilized their research technique in subsequent work with over 60 percent continuing work in the area of their dissertation subject after completion of the doctorate. More than 39 percent had had recommendations from their dissertations implemented.

In her study of ten leading graduate programs in the U.S., Heiss (1970) found the dissertation serving as the capstone in the Ph.D. program.

Serving as a capstone in the Ph.D. Program, activities leading to the culmination of the dissertation requirement such as the selection of a topic, the preparation of a prospectus, the collection, ordering, and analysis of data and the actual writing of the dissertation contributed more than any other experience in the development of the doctoral respondents in this survey. The travail that frequently accompanies the all-consuming demands of the dissertation is apparently mitigated by the satisfactions the student feels over his independent effort. (p. 128)

With few exceptions, those who have participated in the completion of a dissertation report the experience to have been a valuable one.

Selection of the Dissertation Topic

Another area of concern, both to researchers and critics, is that of thesis topic selection. McPhie (1959) found that over 75 percent of the authors surveyed chose their own research topics and most continued to favour this method following receipt of the degree, although some 25 percent, in retrospect, would have preferred to select a topic in consultation with an advisor. According to Berelson (1960), part of the original work involved in the dissertation is supposed to be the student's selection of his topic, but on the basis of his survey, he concluded that the faculty cannot escape direct responsibility for poor dissertation topics as 89 percent of the faculty respondents indicated that the sponsor either independently or jointly with the student selected "most" topics. The recent doctoral recipients, however, viewed this process somewhat differently with only 54 percent seeing the sponsor involved. It is of interest to note that Berelson found that the more "prestigious" a discipline, the less likely that the student selected his topic independently with education having the highest percentage of solely student selected topics (19 percent) and the physical sciences the lowest (2 percent).

Carmichael (1961) was particularly critical of the areas investigated in doctoral studies.

More attention should be paid to dissertation subjects. The unsuitability of some topics and the triviality of others are matters of great concern to thoughtful educators. If they are the criteria by which American higher learning is to be judged, they constitute a sad commentary on it. (p.153)

[Dissertation Abstracts] To read with care one of these volumes leaves one depressed over the state of American higher learning. (p.9)

Prior (1965) attempted in part to answer these and other criticisms.

The reason that the titles of some doctoral theses in the humanities evoke a smile is not that they are narrower and more minute than the subjects pursued by scientists, but that narrowness and minuteness seem so hopeless when compared with the vast expanse of the humanities themselves. (p.42)

One of the paradoxes of the current debate is to find in one and the same discussion a recommendation that breadth and imaginative synthesis be required of a dissertation, and also a condemnation of the Ph.D. program for taking too long. A survey of Microfilm Abstracts reveals many dissertation titles which suggest problems which are not merely technical and that require synthesis and critical judgement, but such topics would still have to be limited in order to avoid superficiality and reliance on second hand knowledge and opinion. (p.47)

Grigg (1965) suggested that the basic problem is that the "Ph.D. suffers from a lack of uniformity in quality and from the rather trivial nature of some of the dissertation topics" (p.106). Examining factors of attrition in doctoral study, Renetzky (1966) found that "ABD's" exhibited significantly less ability to crystallize a dissertation topic early in graduate school and to stick with this topic

once selected.

Williams (1971) attacking the dissertation, particularly in the field of education, contended:

An examination of dissertation abstracts at many graduate schools of education will reveal, more than anything else, the bizarre generation of amazingly tangential relationships to the human condition which are usually of negligible social and personal impact. (p.775)

Attempting to determine factors considered in the selection of dissertation topics in the field of student personnel and guidance, Sessions (1971) surveyed a random sample of recent graduates and their advisors as identified in Dissertation Abstracts International with 522 (74 percent) responding. The chi square for goodness of fit indicated a large degree of congruence between candidates and advisors concerning important and irrelevant factors in the selection of a dissertation topic. Both advisors and recipients suggested a need for the student to participate in topic selection. Of the list of 15 factors agreed upon by graduates and faculty as important considerations in topic selection, the majority relate to the background, interests, needs and capabilities of the student.

Robertson and Sistler (1971) found that of 124 responding institutions offering doctoral degrees in education, more than 96 percent required the student to write a proposal under supervision and about 42 percent required that the dissertation be an outgrowth of the

student's instructional program(p.56). Medlock (1975) reported that over 78 percent of the physical education graduates surveyed had had either moderate or considerable involvement with their topic before undertaking the dissertation study.

In his study of the education doctorate in Canadian institutions, Robertson (1971) pointed out that most programs emphasized formal approval of the research proposal prior to or as part of the oral candidacy examination; concentration on the thesis proposal as early as possible in the program; and a combination of student initiative and advisor supervision in determining the research area.

Generally then, research indicates that while faculty play a large role in the selection of dissertation topics, student interests, needs and capabilities are a major consideration with students themselves accepting a significant responsibility for selection of their own topics. While criticism often revolves around the narrowness and alleged triviality of some topics, the time and cost factors as well as the experiential background of the students and the traditional requirements of graduate school may in themselves, preclude the investigation of broad critical problems. A recurring suggestion that a broader choice of dissertation topics be allowed in many areas seems to have been incorporated at a number of institutions.

Length of the Dissertation, Time to Completion

The two related problems of length of the dissertation and time to completion have received a good deal of attention. Perhaps the greatest area of consensus among critics of the dissertation is that dissertations should be shorter. Graduate deans, graduate faculty and recent doctoral recipients surveyed by Berelson (1960) agreed that the dissertation was too long. Dissertations submitted in 1957-1958 ranged in length from 15 pages to well over 1000.

Berelson quoted a graduate dean who contended:

the dissertation is neither fish nor fowl so far as scholarship is concerned - neither a book nor an article, the two products scholars produce. We cannot require the first so why not require the second? (p.183)

Berelson concluded:

the dissertation should be shorter... No fixed number of pages can be set for a dissertation considering the range of fields and topics, but, to give a sense of order of magnitude, I suggest aiming at a median of 100 pages or so in fields where it is not now the practice. (p.239)

The general feeling that the dissertation should be shortened was underscored by Grigg (1965).

Many feel that much wasted effort has gone into dissertations, just to make them conform to some preconceived idea that they be lengthy documents. Dissertations reporting findings in physical and biological sciences have traditionally been much shorter than those in the social sciences and humanities. It is the hope of many that these latter disciplines will shortly follow the example of the former. (p.61)

The amount of elapsed time between entering a doctoral

program and completing the last degree requirement, almost invariably the dissertation, has been a matter of great concern. Berelson (1960) found that the median time spent working directly on the dissertation ranged from 1.7 years in the physical sciences to 0.9 years in education, and noted that the mean was nearly one-half year longer in all cases. Causes cited for this length of time included a faulty start, a late start, the wrong topic and lack of contact with sponsor. Berelson accepted these, but noted that in the fields where they least apply, the sciences, dissertation work requires the longest time. He postulated that, inevitably, quality may have something to do with time devoted to the dissertation (p.181). Carmichael (1961) expressed concern over time lost by students who receive no help in selecting a topic. Academic Media (1969) reporting on the period from 1964 to 1966, found statistics for all fields indicating a median elapsed time of 8.2 years from baccalaureate to doctorate with the median registered time 5.4 years. Wolff (1969) was eloquent on the evils of the dissertation stage where candidates "linger painfully for years ... No one will ever total up the marriages ruined, the children neglected, the anguish suffered, and the years of fruitful work blighted by the curse of unfinished dissertations" (p. 26).

Summary

Since its inception in North America, the dissertation has been surrounded by controversy, often the subject of vitriolic criticism. Few changes have occurred, however, since the late 1800's and graduate faculty and recipients of doctoral degrees continue to value the dissertation experience, frequently above all other graduate requirements. While there has been a tendency to tacitly consider the dissertation a training instrument rather than an "original contribution to knowledge", no other significant changes have appeared in spite of concerns expressed with regard to such factors as topic selection, length of time to completion, and length of the document itself. The dissertation continues to be almost universally required as the only acceptable terminal research project not only for the Ph.D. but also for the Ed.D., a degree whose status has yet to be satisfactorily determined.

The debate [over the conception of doctoral study] is a mixture of dedicated conviction, alleged facts, cliches and prejudices, differences by field and type of institution, solid arguments, low motives and high ideals. (Berelson, 1960, p.92)

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Before what has been found can be used, before it can persuade skeptics, influence policy, affect practice, it must be known. Someone must organize it, integrate it, extract the message. A hundred dissertations are mute. Someone must read them and discover what they say we face an abundance of information. Our problem is to find the knowledge in the information. (Glass, 1976, p.4)

THE DISSERTATION AND DISSEMINATION OF RESEARCH INFORMATION

A central problem expressed in the dissertation literature is the need to make research findings more readily available to the scholarly community. Problems of dissemination of information are general to all scholarly fields and recent years have seen unique developments in the areas of locating, organizing, synthesizing and disseminating information of all types. The doctoral dissertation could serve as a unique vehicle to transmit the results of comprehensive research. However, the doctoral dissertation as a source of research information has not received widespread attention. Lists of major abstracting publications rarely include Dissertation Abstracts International (DAI) the announcement vehicle for doctoral dissertations in Canada and the United States; introductions to bibliographies and reviews of the literature frequently note the exclusion of dissertation research; researchers,

asked to cite major information sources, seldom mention dissertations; and citation analyses of reading research journals (Barnett, 1976), the IRA's secondary publication the Journal of Reading (Dartnell, 1977), and professional textbooks on secondary reading (Summers, Allen & Matheson, 1977) fail to indicate any substantial use of the dissertation as an information source. Boyer's (1972) comprehensive analysis of the dissemination patterns of dissertation literature in the disciplines of botany, chemical engineering, chemistry and psychology also underscores the minor scholarly use of such research. Kanasy (1971), in his synthesis of literature characteristics from nine disciplines, found that dissertation sources are seldom cited in comparison with serial and monograph sources. Calam (1969) noted that the "paradox of advanced studies is that they frequently generate dissertations that are not studied. This writing for oblivion proves unfulfilling. It reduces years of work to a private requirement" (p.6).

The concept of transfer and dissemination of research

In a landmark paper on the transfer of information, reporting for the U.S. President's Science Advisory Committee Weinberg (1963) affirmed "Transfer of information is an inseparable part of research and development" (p.1). He suggested that all those involved in research must take the same responsibility for the dissemination of results as

they do for the original research, and foresaw a number of problems if these responsibilities were not met.

Science and technology can flourish only if each scientist interacts with his colleagues and his predecessors and only if every branch of science interacts with other branches.... Because of the tremendous growth of the literature, there is a danger of science fragmenting into a mass of repetitious findings, or worse into conflicting specialties that are not recognized as being mutually inconsistent. (p.36)

We believe information is part of research: that the links in the information transfer chain are welded together, and that in this age of information crisis, the creator of information must assume as much responsibility for the subsequent dissemination and retrieval of information he creates [as for the original research]. (p.59)

The last decade has seen massive efforts to improve education research dissemination and use in the United States through bodies such as the U.S. Office of Education, the National Institute for Education, and local education agencies.

Canada has also engaged in study of its own idiosyncratic information problem. The Science Council of Canada produced several analytical publications emphasizing development of a national policy for the dissemination of scientific and technical information (Science Council of Canada, 1969). A statement from the report of the Council illustrates the parallel Canadian interest.

Knowledge permeates all interests and areas of our lives. It is vital to our existence and must be effectively utilized for our development. A fundamental Canadian need today is to encourage the use and further the exploitation throughout all regions and all sectors, of the vast amount of world knowledge. It is the master resource. (p.1)

Several Canadian authors and groups have examined information needs specifically related to education and made recommendations for development of policies and operational systems of various types including: The Canadian Teachers' Federation (1971); the National Library (Summers, 1974); the Canada Studies Foundation (Summers, 1972); the Ontario Institute for Studies in Education (Auster & Lawton, 1973); the Canadian Society for the Study of Education (Summers, 1974); and the University of British Columbia (Summers, 1975). The Committee on Scientific and Technical Communication (1969) stated "A fundamental article of faith in scientific and technical communication is that research is not complete until results are made available" (p.86).

While there is consensus regarding the importance of communication of research results, the problem of "information overload" is also well documented. As Weinberg (1963) stated "We have been unable to make much progress in deciding how much communication is about right" (p.38) with "the amount of scientific literature the user will pay attention to ... limited" (p.40).

The size of the information problem as well as the developments in information handling techniques place new burdens upon the student. He must learn more about how to keep in touch with his subjects than did students of an earlier generation. (p.47)

Licklider (1966) found the information problem largely one of "human cognition, human behaviour and human organization" (p.1046) and noted "it is a flood of information and not a flood of knowledge that is causing the trouble..."(p.1044). Glass (1970) commented that while knowledge about education is not increasing at the rate often alleged, "the proliferation of the educational research literature is obvious" (p.323).

If research information is to receive adequate dissemination, the journal article is the most likely tool for the task. Traditionally, the professional journal has been the major vehicle for transfer of research information. It has been estimated that 200,000 scholarly journals are in existence; 45,000 are published in North America with over 700 directly related to the field of education. Kessler (1967) described the journal as the "most successful and ubiquitous carrier of information in the history of science". Nelson and Adams (1973), surveying authors of educational research publications found that journal articles, mentioned by 67 percent of the sample, were the most frequently indicated source of technical and scientific information.

Weinberg (1963) found the information process to

comprise "generation, recording and exposition, cataloging, storage and dissemination, retrieval and exploitation by the user" with the ultimate aim "to connect the user, quickly and efficiently, to the proper information and to only the proper information" (p.40). He suggested that an information switching system:

To be effective, must be more than a passive switch: it must select, compact, and review materials for the individual user so that he actually assimilates what he is exposed to, and he is not exposed to too much that is unimportant or irrelevant. (p.41)

Science can ultimately cope with the information expansion only if enough of its gifted practitioners will compact, review and interpret the literature for their own use and for the benefit of more specialized scientists. (p.41)

Weinberg cited a number of ways in which the individual author can improve the transfer of information, including the use of "specific and meaty" words in the title, continuing "What is true of titles and keywords is also true of abstracts: no one can abstract an article as economically as can the author" (p.49). He found review writing a task "worthy of the deepest minds, able to recast, critically analyze, synthesize and illuminate large bodies of results" (p.51), and suggested that reviews, articles, and critical bibliographies are means of easing the information crisis.

The central depository where documents are acquired within the field of responsibility, announced in regular

bulletins, with copies of full text available on order is offered as an attractive technical solution to the information problem. Weinberg, however, saw a number of problems requiring solution before this method could become the primary means of dissemination, the major one being that the depository provides only for retrieval of documents when what the specialist wants is retrieval of information contained in the literature, not the literature itself (p.55).

Licklider (1966) was also concerned with methods of information rather than document transfer, stating "During the present decade, the needed external arrangements for storage, organization and retrieval of information are becoming the objects of widespread concern. He saw three possible lines of action (a) reduce the rate of publication (b) improve the arrangements for selecting pertinent documents, and (c) improve the arrangements for processing the information the documents contained.

Information Transfer and Dissemination Within Education

In recent years, the transfer of information within the discipline of education has been the object of increasing concern.

The Educational Resources Information Center (ERIC) was established to provide control of and access to educational report and journal literature through creation of a system

of clearinghouses in educational disciplines coordinated through a central processing unit (Brandhorst, 1977; Educational Resources Information Center, 1974; Fry & Kiewitt, 1974; O'Donnell, 1974; Marron & Sullivan, 1971; Johnson, 1974; Simmons, 1975; Wright, 1973). Since its inception in 1966, the ERIC system has processed over 250,000 reports and journal articles through its two index publications Resources in Education (RIE) and Current Index to Journals in Education (CIJE). Herner, Griffith and Herner (1968) surveying educational researchers, found an expressed preference for abstracts over bibliographic citations with four main types of abstract use reported (a) to obtain substantive information directly usable in one's work (b) to maintain general awareness of work being done in a field (c) to determine whether one should read the original document, and (d) to prepare bibliographies for use by students or in support of an inquiry.

In an editorial comment in the Review of Educational Research, Glass (1970) called for knowledge to be packed down:

Into assimilable portions either in reviews of literature or in textbooks. The integration of isolated research reports and the criticism of published works serve an essential purpose in the growth of a discipline. The organization and maintenance of old knowledge is no less important than the discovery of new knowledge. (p.323)

Two articles (Nelson, 1974; Nelson, Greaner & Hack, 1974) have dealt with the use of abstract and information

retrieval services in educational research. The first listed 18 abstracting services containing material relevant to education operations. The second article, reporting data on a random sample of American Educational Research Association members, found a need for a comprehensive abstract journal in education. Sixty-two percent of the respondents indicated that they often used at least one of the index and abstract journals and data bases with those most often cited as used often or occasionally: Resources in Education (68 percent), Education Index (60 percent), Psychological Abstracts (56 percent), and Current Index to Journals in Education (48 percent). More specialized sources were less frequently used than the general indexes and abstracting journals. No mention of Dissertation Abstracts International (DAI) was made in either study.

Dissemination and Use of Dissertation Research

While increasingly accepted as a "training instrument" rather than an "original contribution to knowledge", the dissertation remains a vehicle for the dissemination of results of most often carefully conceptualized, supervised and completed research. It seems paradoxical that when over 34,000 such reports are produced each year, each of them representing generally well over a year of research work and considerable monetary expenditure, few studies have investigated their value as an information source or looked

to better techniques of disseminating knowledge about dissertations and the information they contain.

McPhie (1960), using questionnaire data on library circulation, abstracting and microfilming, and publication of dissertations and dissertation research in the field of social studies education found "a rather meager use of some potentially valuable findings" (p.377) with (a) nearly three quarters of the dissertations averaging less than two checkouts each year (b) most abstracts available only on a local basis, and (c) less than 40 percent of the authors having published anything drawn from their dissertations. McPhie recommended that doctoral students assume responsibility for completion and availability of an abstract, publishing at least one good summary article in an appropriate professional journal, and as faculty members, including references to basic research on course lists (p.385).

Examining data for doctoral recipients of 1947-1948, Berelson (1960) found that, over the following decade, a minority had published some or all of their dissertations: in chemistry and biology, 50 to 60 percent; in physics, psychology and mathematics, 30 to 40 percent; in history, 20 percent; and in English and philosophy, 10 to 15 percent. "If something could be done to reinstate the publishing requirement, it might have an important effect on the merit of doctoral dissertations" (p.177).

Karstetter (1963) devised means by which to assess the contribution to knowledge made by doctoral dissertations in Speech, working with journal samples from four time periods. Identifying any citation of a dissertation or of a published adaptation of a dissertation as an "influence unit" he developed a "profundity scale" to indicate the nature of the influence. He concluded that "the assumption that the typical doctoral dissertation in fact makes a significant contribution to the field of speech is untenable" (p. 132-133) with less than one-quarter of the studies evidencing any influence in the published literature, less than one percent showing growth in influence from year to year, and the influence attributed to these dissertations most typically superficial. Certain universities and general subject areas were noted as producing more influential dissertations than others, and dissertations done together on closely related topics exerted more influence than solitary studies. A major recommendation of the Karstetter study urged:

While it is unrealistic today to demand publication of the dissertation, everything should be done to encourage it. The first obvious step is to revise the format so that the student is writing for publication in a specific journal from the very beginning. Additional material usually found in dissertations but not in published articles or monographs could be presented in preface or appendix if deemed desirable. But a student should be able to send a copy of his work to a journal the moment it is approved. Should it be accepted for publication, the work is then available to his colleagues... (p.144)

One of the assumptions underlying the doctoral dissertation examined by Wood (1967) was "The doctoral dissertation makes a competent research contribution to the profession of Education." Conclusions, based on a return rate of 55 percent for questionnaires sent to all doctoral recipients for 1955-1956 indicated that while approximately one-third of the dissertations for both the Ed.D. and the Ph.D. were known to have generated other studies, dissertation based publications were limited with 42.7 percent of the Ph.D. and only 3.2 percent of the Ed.D.'s having published one or more journal articles based on their dissertation research. Figures for similar book publication were Ph.D.'s 9.7 percent, Ed.D.'s 6.7 percent; for bulletins and pamphlets, Ph.D.'s 10.8 percent, Ed.D.'s 12.7 percent; and for other documents, Ph.D.'s 6.2 percent and Ed.D.'s 5.4 percent. Thus, while most respondents indicated that they had investigated significant problems and had made a competent research contribution to the education profession, few had had their results disseminated in the open literature of the field.

Data available from some library and information science sources confirms the limited use of dissertations. A 3,698 item bibliography on communication of scientific and technical literature, with items drawn from publications issued in the decade ending in 1965, contained only nine items under the heading "theses and dissertations" (Bureau

of Information Sciences Research, 1967), while an enquiry undertaken by the Center for Research Libraries (1970) found the aggregate of expenditure for the acquisition of dissertations among responding member libraries was less than \$50,000, an amount smaller than most members' annual expenditure for monographs.

Surveying college and university social studies educators, Englebourg (1970) found that only two-fifths of them had one or more dissertation based publications, and Gross (1972), while making no systematic check, noted that "relatively few [of the current group] again seem to have found their way into publication" (p.556). Medlock (1975) reported that about 38 percent of the responding recipients of the doctorate in physical education had published either journal articles, abstracts, books or portions of books based primarily on their dissertations. The 40 percent exploitation for publication figure seems to recur frequently in research on dissertations in education (McPhie, 1959; Wood, 1967; Englebourg, 1970; Medlock, 1975).

The most intensive and comprehensive study of the dissertation as an information source was completed by Boyer (1972) who gathered data from dissertation authors and from the Science Citation Index in a number of fields to map patterns of assimilation of dissertation contents from the original sources. Working with a sample of 441 dissertations in botany, chemical engineering, chemistry and psychology

produced at the University of California (Berkeley), Pennsylvania State University, and the University of Texas at Austin, during the period 1963 to 1967, analysis revealed that no single pattern existed with variations by discipline, within disciplines and by institutions. While assimilation patterns varied by discipline and to a lesser extent by institution, nearly one-third of all dissertations studied were not exploited for publication and had not been cited regardless of appearance as published materials. Some 22 percent of the citations were self-citations and nearly two-thirds of the citations were made by persons known to the dissertation author.

Boyer commented on the "lost dissertations", those neither exploited for publication nor cited in the serial literature with over 40 percent of the psychology dissertations in contrast with 9 percent for botany, and 50 percent of those produced at Pennsylvania State compared with 14 percent of those produced at Berkeley and 28 percent of those produced at Austin falling into this category. He hypothesized that the two principal reasons for the "loss" of this research are (a) immediate physical access to most dissertations is relatively unavailable to most potential users, and (b) many dissertation authors do not publish the contents (or a portion) of the dissertation in the open literature. Boyer found that the expenditure of effort and money in establishing the national system of access to

dissertations, University Microfilms, through announcement in Dissertation Abstracts International, may not have substantially improved ability to acquire information contained in dissertations, providing only the initial steps in a process which should also include the dispersion of dissertation copies to materials collections to which the user has relatively immediate access. The dysfunctional consequences of consolidating former sources of supply into a single national depository such as University Microfilms, is considered as a contributory cause of the limited distribution of dissertations, particularly in view of the passive mode in which University Microfilms sells these dissertations.

Boyer blamed a commonly held belief that most dissertations find their way into print in forms normally acquired automatically by most academic and research libraries, such as professional journals, as contributing to a lack of interest in a policy of acquiring the original dissertations for such collections. No empirical study has ever supported this belief.

Dissertation authors contributed to the unavailability of their research by failure to publish materials and Boyer noted that the potential of shared authorship, with the added authority of the supervisor's name, could be a partial remedy.

Possible steps enumerated by Boyer to induce greater

exploitation of dissertation research included: financial and/or other forms of aid to the author in the production of materials; required production of accepted publications based on the dissertations as a degree requirement; re-examination of the professional ethic or whatever other factors discourage multiple authorship of dissertation based publications; and changes in the dissertation itself which may encourage subsequent publication. He concluded:

In view of the national expenditure of resources for the production of doctorates, it would seem that dissertations -- one of the unexploited resources of this nation -- are themselves worthy of diverse and concentrated research efforts.
(p.113)

There appears to be a growing realization of the great but unexploited potential of the dissertation as a vehicle for the dissemination of research information. Few dissertations are widely cited or acquired, and, particularly in education, a majority of dissertation authors publish nothing in the open literature based on their dissertation research which might bring it to the attention of other researchers.

Bibliographies and Abstracts of Dissertations

The importance of the dissemination of research information, the difficulty of dealing with the current "flood of information" and the potential value yet limited utilization of dissertation research are well documented.

While the traditional vehicle of dissemination, the professional journal, is still the preferred device of users seeking information, it is no longer adequate to deal with the problem. There is increasing awareness of the role of derivative publications such as reviews of the literature and abstracting and indexing services. In spite of the difficulties inherent in the production and use of such vehicles, they are seen as a practical solution to the problem of providing access to required information, with frequent calls for the most "gifted practitioners" in a field to assume the responsibility of "packing down" information and critically analyzing and synthesizing it for more efficient use.

Perhaps the major attempts to increase utilization of dissertation research have come from published bibliographies and abstracts of dissertations of interest to a particular field. These have appeared more and more frequently in recent years with the Education Resources Information Center (ERIC) Clearinghouses beginning to announce some dissertation literature. While simple bibliographic listing may prove valuable, the more useful of these have included abstracts or annotations. Availability of an annotated or abstracted bibliography in a field permits the same uses noted earlier by Herner, Griffith and Herner (1968): for substantive information; to maintain general awareness; to determine usefulness of the primary

document and in preparation of bibliographies. Where such bibliographies exist, the researcher is able to consider dissertation research without being required to individually hand search or use indexes to cover twelve issues of DAI for each year of interest. The first step in obtaining the necessary primary documents --identification-- which is also one of the most difficult steps when dealing with the dissertation literature, can be greatly facilitated through provision of abstract bibliographies.

In education, a number of fields have such listings available including music education (Worthington, 1956); social studies (McPhie, 1959; Gross and de la Cruz, 1971); outdoor education (Hammerman, 1973); children's and adolescents' literature (Lukenbill, 1971); education of minority groups (Jablonsky, 1973, 1974, 1974a); industrial arts education (Jelden[ed], 1974); science education (McDonald, 1974); career education (Worthington, 1975); and business education (Rahe, 1976).

Bibliographies and Abstracts of Dissertations in Reading

Dissertation research in the field of reading generally, and of secondary reading particularly, has enjoyed a good deal of attention in bibliographies and abstract collections. Davis (1972) lists 15 such publications ranging from a topical listing of 700 doctoral theses in reading education from 1918 through 1960 (Fay,

Bradtmueller & Summers, 1964) to yearly abstract bibliographies of dissertations relating to particular sub-fields of reading education, including secondary reading (Summers & Laffey, 1968; Summers, 1969, 1970). While these bibliographies provide a good deal of assistance in locating dissertations of interest in the field of reading, the most recent was published in 1970 and covers the 1968-1969 volume of DAI which would generally include dissertations accepted up to the end of 1968. Since the appearance of these bibliographies, there has been a vast increase of interest particularly in secondary reading to the point where the first three months of volume 37 (1976-1977) provide more abstracts of interest in secondary reading than did the entire volume 29 (1968-1969). Therefore, a need exists for coverage of the period since 1968, as well as for one integrated abstract publication dealing with most of the dissertation research in secondary reading. The collection should also be organized so that it can be efficiently updated on a yearly basis.

Summary

If, in fact, research is not complete until the results are made available, the problems of information transfer and dissemination of dissertation results must be considered in any discussion of the dissertation itself. In the discipline of education, increasing attention has been paid to the

importance of information transfer with a number of techniques from the fields of library and information science increasingly applied, as evidenced by the development of the Educational Resources Information Center, and the proliferation of abstract and indexing publications. While some of these methods have been relatively successful in easing the information problem, generally in education, dissemination of dissertation research has remained less than optimal, with less than 40 percent of the dissertations examined in a number of studies being exploited for publication. In order to facilitate access to dissertation research bibliographies and abstract publications of dissertations in a number of areas have appeared, and in reading, a systematic attempt was made to abstract the dissertation literature up to 1969. These abstract and bibliographic publications are seen as the first step in increasing utilization of the dissertation literature.

Dissertation writing is defensive. (Calam, 1969, p.7)

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Nearly all research in the social sciences and humanities depends in one way or another on careful reading of written material Content analysis is a multipurpose research method developed especially for investigating a broad spectrum of problems in which the unit of communication serves as the basis of inference The case for content analysis based on counts of frequency is a powerful one ... Descriptions such as '45 percent' or '27 times out of a possible 30' convey information more precisely than statements such as 'less than half' or 'almost always'. (Holsti, 1968, pp.597, 599)

CONTENT ANALYSIS OF DISSERTATION COLLECTIONS

The character of content analysis is contained in definitions by various authors. Berelson (1952) noted that content analysis is a research technique for the objective, systematic and quantitative description of the manifest content of communication (p.18). Barcus (1959) in his historical study of content analysis, noted that between 1900 and 1958 there had been a geometric increase in such work. The procedure has become well established since then. The most widely used definition of content analysis as a research tool appeared in the definitive paper by Holsti (1968) published in the Handbook of Social Psychology :

content analysis is any technique for making inferences by systematically and objectively identifying specified characteristics of messages. (p.601)

Over the past 20 years there have been a number of studies involving content analysis of dissertations in the discipline of education, either from a specific institution or within a given subject area.

Dissertation Content Analysis Research in Education

Worthington (1956), working from the original dissertations, reviewed 391 doctoral theses in music education completed between 1940 and 1954, classifying these according to research typology and the major area of concentration. Nearly half the dissertations were in the "curriculum" area and over 50 percent were categorized "descriptive".

Examining data provided by authors of 288 dissertations in social studies education from 1934 to 1957, McPhie (1960) found that less than half of the studies could be categorized into discrete subject areas. For those classified, the emphasis was disproportionate, with history as a school subject having been studied nearly twice as often as any other area, but generally reflecting the teaching emphasis in the schools. A variety of research techniques were noted with analytical (30 percent), experimental (21.1 percent) and survey (15.3 percent) methods used most often and historical and biographical techniques least.

Karstetter (1963) in the course of assessing the

doctoral dissertation in speech, 1922 to 1961, classified 2112 dissertations into one of seven subject areas finding public address (31 percent), speech pathology (29 percent) and speech fundamentals (25 percent) accounted for the bulk of the studies. Dissertations were also tabulated by institution, with Northwestern University, the State University of Iowa and the University of Wisconsin accounting for over 34 percent of the total.

Looking at dissertations in education completed during the 1955-1956 academic year, Wood (1967) used questionnaire data from 828 authors (55 percent response) reporting on major professional field, degree, institution of origin, research methodology and postdoctoral experiences. Almost twice as many Ed.D.'s as Ph.D.'s were awarded (568 to 260) and of the 1513 dissertations identified, Columbia University Teacher's College, with 225, producing over three times as many as any other single institution. The greatest frequency for field occurred for educational administration and supervision. Wood presented type of research by degree and noted a greater tendency of Ph.D. candidates to do experimental research than Ed.D.'s who were more likely to have completed survey studies.

Using titles and abstracts, Brehaut (1969) reported data on education masters and doctoral theses in Canada for 1962-1967 by university, degree, research typology, general educational area, educational level and curriculuar level.

Of the total 632 theses and dissertations, 78 were submitted for the Ph.D. degree and 32 for the Ed.D. Data on the doctoral dissertations is not presented separately and Brehaut noted the difficulty of working from secondary sources. The University of Alberta reported as many theses as all other Canadian institutions combined, most of these for the degree of Master of Education. The "typical" Canadian education thesis for this period, admittedly unlikely to exist, was described as "presented for the Master of Education degree at the University of Alberta...a survey study in the area of psychology and measurement with particular reference to language, reading and literature at the secondary school level" (p.36).

Dossick (1972) took inventory of the 4336 dissertations completed at the New York University School of Education from its inception in 1890 to 1970. Although the main product is a listing of these dissertations by major subject area, he does provide some analysis by date, degree, sex of author and within broad subject areas, noting, for example, 95 studies in reading, over 50 percent of these since 1960, with the greater part of this research coming from the Elementary, Secondary and Psychology departments, while very little interest had been displayed in Reading in College and University.

Updating the McPhie (1959) study, Gross (1972) identified and classified 220 dissertations in social

studies education for 1963-1969 using DAI as the information source. Analytic (35 percent), developmental and conceptual (20 percent), and evaluative and historical (20 percent) accounted for three-quarters of the total with survey (15 percent) and experimental (10 percent) constituting the remainder. Gross commented on the difficulty of working with often inadequate abstracts and was disturbed by the "frequent failure of rather elaborate studies to prove anything" (p.558) finding evidence that in research, theory remains ahead of performance. Little interest in current affairs was noted, although this was an area of major concern to teachers, while "we have almost a plethora of textbook content analyses, many of which need more sophistication, new directions and ... improved evaluative instruments" (p.557).

Using a random sample of 199 studies reported in Volume 32 of DAI, Wick and Dirkes (1973) presented data on types of studies, independent variables, design characteristics, data analysis techniques and sampling plans. An interesting finding, somewhat inconsistent with other reports, was the overwhelming (69 percent) proportion of experimental studies.

Draper (1974), assuming that research was not being fully utilized by practitioners and theoreticians in adult education, attempted to identify and disseminate information about theses completed in or relating to the field,

emphasizing other disciplines from which adult education might benefit. Data was reported by degree, date, method of data collection, major findings and critical concepts, but little analysis was attempted.

Doctoral studies in science education from 1947 to 1963 were analyzed by the nature of the problem studied, methodology and/or experimental design, findings or conclusions, and recommendations for further study. No trends appeared in the nature of the problem, the method of equating groups, the period of the studies or the number of subjects. A trend toward the more classical tools of analysis of variance and covariance rather than descriptive statistics was identified, (McDonald, 1974).

Ysseldyke and Pickholtz (1975) researched dissertation production in school psychology from 1967 to 1973, using 622 titles obtained from 37 institutions, categorizing these according to area of concern, age level of subjects and institutions of origin. They concluded:

A heterogeneous body of research is being completed for doctoral dissertations in school psychology. Categorization of research over the last seven years illustrated an emphasis on experimental learning, personality and psychology content. No significant trends in categories of research were apparent over the seven years ... However, quite apparent regional differences and quite obvious differences between universities both in terms of content of studies ... and the actual number completed. (p. 271)

Reviewing and synthesizing research on career education in dissertations of authors supported by the Education

Professions Development Act, Worthington (1975) identified institution, date, committee chairman, availability, emphasis, data gathering procedures and domain, as well as judging significance for each of 49 dissertations.

A thorough analysis of subject classification, research typology, data gathering and analysis procedures, design characteristics, rationale and results of 642 dissertations produced at the Department of Education at North Texas State was reported by Novak (1975), who worked primarily with abstracts. Data on sex of author and degree granted indicated a preponderance of males (516 to 126 females), and of the Ed.D. degree (505 to 137 Ph.D.). Descriptive and experimental studies were represented almost equally accounting for about 40 percent each, while the major foci of the studies were found to be instructional methodology, students, teachers, institutions, administrators and content. Design characteristics, data collection and analyses and rationale appeared to be related to the type of study produced.

American Doctoral Dissertations yearly reports data on institution of origin for dissertations announced in DAI. Institutions reporting the greatest number of dissertations in Education sections for 1974-1975 were: University of Southern California (176), Indiana University (169), University of Pittsburgh (163), Ohio State University (162), Columbia University Teachers's College (158), Michigan State

University (158), Florida State University (150), and Temple University (149)(University Microfilms ,1975).

Dissertation Content Analysis Research in Reading

Two recent studies (Palmatier & Austin, 1974; Palmatier & Rood, 1975) have dealt specifically with the current dissertation research in the field of reading. Commenting that doctoral dissertations annually provide one of the largest pools of reading research and thus deserve analytic attention, the authors identified 273 studies appearing in DAI in 1973 (Palmatier & Austin, 1974) and a further 371 in 1974 (Palmatier & Rood, 1975). Dissertations were tabulated by institution, major typology, population, design aspects, testing design, testing instruments, test statistics and topics. The corpus was restricted to studies:

Identifiable by title or other means, as involving variables normally considered within the range of Reading Education. Thus, studies dealing with the teaching of reading, reading tests, relationship of other variables to reading, and adult literacy, for example were included, while studies relating to literature reading & interests were excluded. (Palmatier and Austin, 1974, p.11)

The first study identified 14 institutions as having sponsored at least six dissertations, led by the University of Georgia with 12, while the second study listed 18 institutions producing six or more led by the University of Southern California with 15, and the University of Pittsburgh with 14. Eight professors are indicated as having directed three or more doctoral studies each year.

Commenting that the type of research acceptable for a dissertation in reading is apparently limited to three major types, the authors identified 53 percent of the studies as experimental for 1973 and 50 percent for 1974, 45 percent descriptive for 1973 and 18 percent for 1974, 36 percent correlational for 1973 and 33 percent for 1974, with less than one percent designated historical each year.

The dissertations drawing their populations from the primary (33 percent, 1973; 32 percent, 1974) and the intermediate (29 percent, 1973; 32 percent, 1974) grades accounted for over half the total. Junior high and high school populations were used in 18 percent of the studies each year.

Results of the first study for design considerations, indicating limited attention to protective devices such as control groups (37 percent), random selection (18 percent), and random assignment (22 percent) are confirmed by the second report which showed control groups used in 30 percent, random selection 14 percent and random assignment 16 percent. Nearly half of the 1973 studies and 39 percent of the 1974 studies used a pretest-posttest design, relying most often (53 percent, 1973; 58 percent, 1974) on standardized tests.

The most frequently applied test statistic was analysis of variance (31 percent, 1973; 26 percent, 1974) followed by correlational analyses (25 percent and 28 percent), analysis

of covariance (15 percent and 20 percent), and the t-test (15 percent and 14 percent).

For the 1973 collection, the authors hypothesized 31 categories as being sufficiently inclusive to cover all potential dissertation topics, allowing assignment of each study to more than one category. Sixty-four percent of the topics identified could, however, only be classified as "Other". After "Other" the most frequently occurring categories were methodology comparisons (38 percent), comprehension (27 percent) and word recognition (23 percent). A new typology of 43 categories for the 1974 collection also failed to be sufficiently inclusive with 28 percent of the topics classified as "Other", a percentage equalled only by methodology comparisons. Other frequently identified topics included test validation (27 percent), material validation (22 percent), disadvantaged learners (21 percent), and instructional content (21 percent).

Palmatier and Rood (1975) also provided data on degree earned, generally evenly divided between the Ed.D. and the Ph.D., mean number of pages (153), and total number of graduate institutions involved (94).

Summary

Content analysis of dissertation research has occurred in a number of fields in education. A recurring problem has involved the necessity of relying on secondary sources and

abstracts due to the high cost and inaccessibility of the primary documents. A frequent recommendation is made that authors of dissertations take more care in preparation of the abstracts of their studies.

Content analysis of dissertation collections almost invariably involves subject classification using a pre-determined set of categories hypothesized to be inclusive of problems studied in the field, with research typology the next most common unit of analysis. Other factors frequently considered have been such demographic variables as institution of origin, sex of author, date of publication and degree granted, and design factors including data gathering and data analysis procedures.

Few of the content analysis studies are evaluative, partially because of restriction to secondary sources for information, attempting instead to provide general descriptive analysis of a body of dissertation research within set parameters of time and a field of interest.

Two studies have attempted content analyses of collections of dissertations in reading considering the variables institution of origin, type of research, instrumentation, sample population, design considerations, test statistics, topics, degree earned and number of pages.

In reviewing the discussion of criticisms of graduate education over the past 25 years; one is impressed ... that no significant changes have resulted from these criticisms. (Carmichael, 1961, p.25)

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While there will be variation according to field, as a general rule the nature of doctoral dissertations should be modified to allow a greater range of appropriate topics and methodology. An appropriate guideline to the range of the dissertation effort would be a cataloging of the research and scholarly efforts of the graduate faculty itself. Thus, some professors are eminent bibliographers; others concentrate on theoretical model building; others synthesize and interpret the work of others. Some professors devote their entire careers to producing isolated segments of new knowledge, while other professors deal constantly with broad issues and policy implications. If a given kind of scholarly activity can be judged as appropriate for a professor and become the basis on which he is rewarded, the same kind of activity should be judged as appropriate as a dissertation for a graduate student. (Mayhew & Ford, 1974, p.212)

PROCEDURES USED IN THE STUDY

The study was carried out in two major steps: first, dissertations relating to the field of secondary reading were identified and annotated for the period 1960 to 1975; then, the collection was analyzed in terms of a number of demographic and content variables.

DEVELOPMENT OF THE ANNOTATED BIBLIOGRAPHY

University Microfilms since its inception has served as a depository for completed doctoral dissertations in the United States and Canada, providing announcement in the form of the abstract publication Dissertation Abstracts International. While there are some exceptions, most universities require the submission of abstracts, and generally completed dissertations, to this depository. For the purpose of this study only those dissertations announced in Dissertation Abstracts International (DAI) have been considered. While somewhat limiting the study, it was found impractical to attempt to identify those dissertations not so announced.

Others have noted the difficulty of working with abstracts of uneven quality rather than with complete dissertations (Brehaut, 1969; Gross, 1972). However, cost, both in time and dollars precluded examination of the primary thesis documents and the assumption is made that published abstracts provide sufficient information and fairly represent the primary documents. Abstracts rather than full-texts comprise the document base for the study.

Volume 20 (July, 1961) to the end of Volume 36 (June, 1976) of DAI were established as containing most of the dissertation research from 1960 to the end of 1975. With the

source and time period delimited, it was necessary to determine the method of searching and parameters for the identification of those dissertations of interest. Use of the Key Word Out of Context (KWOC) index provided by University Microfilms was found to be impractical because of the variety of possible keywords, so all relevant volumes were hand searched. Searching was restricted to the "education" section of the "A" series, and subsections such as "Pre-school Education" obviously unlikely to contain relevant materials were omitted.

It was decided to make the identification inclusive rather than exclusive, reflecting the wide range of interests held by practitioners, researchers, teacher educators and students in the field of secondary reading. First, a means of identifying those dissertations dealing with reading was established with the broad definition, "any dissertation dealing in part with the reception of communication through print". Studies including topics such as the reading process, the teaching of reading, reading measurement, relationship of other variables to reading, literacy, reading interests, reading in the content areas, readability analyses of textbooks and the education of reading teachers were included along with many others. Within those studies identified as dealing with "reading", any indicating a focus on the secondary grades, defined as grades 7 through 12, or using at least in part an adolescent

sample, ages 12 to 19, were considered to be "dissertations relating to secondary reading". Some abstracts failed to identify the level of the sample or the grade level of interest. If it were possible to infer these as being related to secondary reading, they were included. The resulting corpus was composed of 567 abstracts of dissertations.

Having determined that titles alone would not provide sufficient information in developing an access tool (Nelson & Adams, 1973), a choice had to be made between using the abstracts written by the authors and published in DAI or altering these into a new form. Because the original abstracts were not uniform in length, information provided or form, and perhaps more importantly, because the form and length of many of these abstracts mitigated against their use as efficient vehicles of information transfer, it was decided that the abstracts should be altered.

Two major forms were considered: the abstract and the annotation. Abstracts and other surrogates for the complete work have been generally considered to be a valuable aid to the reader in quickly determining the relevance of a document and in some instances actually serving as a substitute for the original text. An abstract has been defined as an abbreviated, accurate representation of a document without added interpretation or criticism (Borko & Bernier, 1975, p.4; Weil, 1970, p.352). Abstract

bibliographies encourage browsing and quick overviews for the purpose of keeping up with current developments in a field. Abstracts can also help to integrate a field of study and facilitate analysis by juxtaposing documents from a large collection unavailable in their original form.

While it certainly would have been possible to "abstract the abstracts" as numerous earlier studies have done (Summers, 1969, 1970), the size of the corpus would have made this an onerous task. In addition, such a procedure still left the problem of uniformity of content largely unsolved. Traditional annotations, because of their restriction in length, demanding generally a single sentence, were deemed inappropriate as they could not carry all of the required information. Thus, a compromise was effected, incorporating features of the abstract and annotation forms into what could be called an "enriched annotation".

Precise guidelines, drawn from the literature of abstracting and annotating (Ashworth, 1973; Borko, 1967; Borko & Bernier, 1975; Borko & Chatman, 1963; Dataflow Systems Inc., 1973; Mathis, 1972; Maizell et al., 1971; Salvador, 1969; Shera, 1966; Weil, 1970; Wyllys, 1967) were established. The annotations were to be one to two sentences, 50 to 125 words in length, with the first sentence always beginning with a verb. Each annotation was to incorporate the problem, the basic design, the sample

population, the treatment or method, the data gathering instruments, the data analysis and the results or conclusions. Thirty-five abstracts were randomly selected and annotated according to these rules. It became apparent that inclusion of the data gathering instruments in the main body of the annotation created excessive length and often awkwardness, particularly when a number of such instruments were used. It was decided, therefore, to append complete information on the data gathering devices used in parentheses below each annotation, facilitating the structure of the annotations themselves and at the same time providing what was felt to be vital information in easily retrievable form. The completed annotations serve a content revelatory function and provide the reader with sufficient information to enable him to decide if he wishes to consult the complete dissertation.

The decision was also made to develop Key Word in Context (KWIC) and author indexes for the collection to provide additional points of access. The KWIC index concept was first proposed by Luhn in 1958 and since has had wide applications in many fields (Adams & Lockley, 1967; Black, 1970; Fischer, 1965; Hines and Harris, 1970).

KWIC indexes are a form of permutation indexing and derive their utility from the fact that users rely on the title of a work to provide the first guide to the subject content. Borko (1967) stated:

permutation indexing consists of cycling the title so each significant or keyword is positioned successively in a fixed or index position in one index line. The set of permuted titles is then ordered alphabetically on the index word position. Therefore, if a title has five keywords, there would be five resulting index entries. Thus the context is preserved which increases the specificity with which the content words may be interpreted. In this manner, permutation indexing goes a step further than statistical indexing in accounting for the fact that often the meaning of a text depends in part on the arrangement or syntactical relationship of content words. (p. 104)

KWIC indexing has been criticized because of its prodigious use of space and the fact that it is time consuming for searches involving more than one term. Use of stop lists can cut down on the space problem. Careful editing of terms to enter the permutation also economizes space. KWIC provides a natural language index which enables the user to retrieve a work by a word or phrase remembered from the title or by subject words they know to be relevant. Use of titles avoids the loss of information of interest to some users that would result in subject indexing alone. KWIC indexes provide a useful tool for retrospective searches and have the added advantage of bringing out terms or pairs of terms one does not usually think of. If the titles are too uninformative, enriched indexing such as that described by Davis et al (1971), Armitage et al (1969) and Voress (1965) can provide additional substantive terms to enter the permutation. Such enrichment only presents problems when huge data files are encountered.

Brodie (1970) suggested that KWIC indexes may be expected to perform as well as a subject index about 35 percent to 70 percent of the time when some reasonable constraints are placed on the use of entry terms. These results are also reinforced by Yerkey (1970) who stated that:

we will generate and use KWIC indexes with the fairly certain knowledge that they work at least about 50 percent as well as conventional indexes. They may be more effective than that, but certainly in this we must wait until we have better methods of measuring information loss in retrieval systems so that we can test even the conventional indexes. (p.286)

KWIC is actually a rotated index as only one index term is created for every substantive term in the title (after application of the stop list). Such indexes have found use with the newest application of the principle being the permuterm index used in the Social Science Citation Index and the Science Citation Index (Garfield, 1972, 1976). In the permuterm index many more terms are created by pairing each substantive term with every other substantive term. In a title with 11 substantive terms, a KWIC would produce 11 entries while over 100 would be generated with the permuterm approach.

For this study, a title file was generated for computer storage and a stop list of common words developed. A KWIC rather than a permuterm index approach was taken. After the first run with stop list words eliminated, the printout was

carefully edited and too general terms and those with low semantic content eliminated. The author index was then generated using the same tape.

FRAMEWORK OF THE CONTENT ANALYSIS

Content analysis methodology must contain the generally agreed upon components of objectivity, system and generality (Lukenbill, 1974, p.2). Holsti (1969) defined content analysis as "any technique for making inferences by systematically and objectively identifying specified characteristics of messages". The dissertation abstracts in this study were analyzed individually and systematically categorized according to a number of variables.

Single abstracts listed in chronological order do not have much utility, they need to be classified into categories. The most common approaches to classification are committee and empirical (Lancaster, 1972). The committee approach involves the creation of a set of categories, hypothesized by a group of authorities, to include all possibilities. The committee, which may consist of one or more persons, establishes a pre-determined set of categories, usually by reference to the published literature, and simply assigns documents to these categories. Probably the most often used approach to classification, the committee method is represented in most of the dissertation content analysis studies discussed

previously including McPhie (1959), Karstetter (1963), Ysseldyke and Pickholtz (1975), Palmatier and Austin (1974) and Palmatier and Rood (1975). The committee approach has a number of advantages, the most outstanding of which is ease of use. Once the categories have been determined, usually with an appeal to sources of authority in the pertinent area, all items or documents are hypothesized to fit into these categories and are made to fit. The obvious disadvantages of such a system are a lack of flexibility and the often forced superficiality of classification which results. Disciplines develop in ways that are unpredictable, and so categories and subcategories are better created empirically from the existing abstracts and not according to a pre-formulated pattern. The committee approach is most tenable when pre-existing finite categories can be readily identified, as for demographic variables or test statistics, and least appropriate when the subjective classification of a large diverse body of literature is required. The classification of reading dissertations should be based on reading as it is actually encountered from the field. It is not a classification based on how the classifier believes reading should be, particularly if decisions about reading research trends are to be drawn from the data.

In contrast, the empirical approach involves generating the classification terms on the basis of free indexing a representative set of documents. The candidate terms from

this procedure are then reviewed, grouped and structured into a useful organization.

There are of course two methods of thesarus construction which I choose to call stalactitic and stalagmitic. The stalagmitic is the way Taube and I went about constructing our index -- down on the floor of the cave among the documents slowly building towards the ceiling. The stalactitic seems to be much more fun -- one convenes a group of experts who hang up on the roof of the cave, twittering and chirping among themselves but as far away from the actual documents as they can get.

Stalagmitic thesauruses can be constructed either by humans or computers working with actual terms in text; stalactitic thesauruses only by committees of experts. And if a thesaurus has a smooth machine produced regularity, with all terms expanded equally, it was probably produced by subject specialists jealous of the importance of their fields; if it is full of charming irregularities, with some terms almost ignored and others expanded to almost tedious depth, it was probably produced by machine, faithfully reflecting the charming irregularities of the authors. (Wooster cited in Lancaster, 1972, pp.27-28)

The empirical approach follows the important principle of literary warrant. As early as 1911, Hulme (cited in Lancaster, 1972) commented that:

the classes into which documents are organized should not be based on any theoretical classification of knowledge but upon the groups that documents seem to form logically themselves; that is, the classes upon which the literature exists. In other words the characteristics of the literature itself will determine the classes defined in the system.

The empirical approach thus presupposes no set categories or number of categories for the secondary dissertation literature but attempts to reflect the body of theses being

classified rather than any expert view of what might be contained in these documents.

The advantages of the empirical approach are obvious as the system deals not with the hypothesized substantive content of the documents but with the actual content, being based on the collection itself. The committee approach, relies on the view of subject specialists who may not be fully conversant with the literature, may "split hairs" making distinctions which are not useful, and may inflate the importance of their own speciality (Lancaster, 1972, p.28). The kind of difficulty encountered in a committee approach to classification is illustrated by Palmatier and Austin (1974) where 31 categories hypothesized by the senior author as being sufficiently inclusive to cover all potential reading dissertation topics, in fact, did not include topics dealt with in 65 percent of the dissertations. The largest category then became "Other" which while useful for tabulation, does not convey a great deal of information. An empirical approach prevents such problems. An additional advantage of the empirical approach is that once the classificatory framework has been developed, satisfactorily incorporating the collection of concern, it, in itself, provides a reasonable overview of the collection. The main categories which emerge in this system are normally very broad and fairly stable. Subcategories provide narrower groupings, helpful in

organizing content and in saving searching time. Since categories constitute a broad display, "surprises" will often appear. Borko and Bernier (1975) stated "such surprises are important in serendipity, creativeness and stimulation" (p.77).

A final important question relates to the generality or specificity of developed categories and sub-categories. How fine are the distinctions to be made? One could continue to proliferate categories indefinitely. At some point the categories will become so narrow that most of them will be used once or not at all; i. e. the categorized data are almost identical to the raw data. At this point categories could be aggregated for analysis and reporting findings. However, it is more efficient to construct categories carefully and avoid proliferation of finely tuned distinctions. Ultimately, the choice of the number of categories can be made only in terms of the problem at hand and through trial and error in actually classifying the documents in the collection.

The major organization of the dissertation collection was conceived to be by year and by broad subject classification. The selection of demographic variables to be considered was based on two factors (a) the information available in the abstracts, and (b) the information felt to be of interest to the field. A number of variables examined in similar studies were considered and rejected. Major

professor was not included, as the minority of studies identifying a major professor was deemed insufficient for drawing any useful conclusions. A number of design characteristics were not investigated, most often because the information in the available abstracts was insufficient. These variables included control aspects, such as sampling plan and group formation, and testing design. Review of the literature indicated that these variables were either not applicable or not mentioned in from 33 to 55 percent of abstracts reviewed (Wick & Dirkes, 1973; Palmatier & Austin, 1974). Basis of the study, expressed in terms of null hypotheses, research questions, et cetera was found impossible to discern from abstract information as well as being of limited interest. Significance of results was also felt to be impossible to accurately tabulate with often either no indication of significance, or only partial results reported. No satisfactory conclusions seemed possible from such limited information. Age level of subjects was rejected as having been satisfactorily identified in the parameters of the study.

Demographic Variables

Each abstract was tabulated according to year of completion, degree granted, sex of author and sponsoring institution. The committee approach was deemed satisfactory as discrete classes exist.

Year of completion. Because trends in research interests and methodology were felt to be a major interest in considering the corpus of dissertations completed in secondary reading, tabulation by indicated year of completion was effected with 16 categories representing each year from 1960 to 1975.

Degree. Because the literature reviewed previously revealed a great deal of interest in the possible distinction between the doctor of education and the doctor of philosophy degrees, each abstract was tabulated according to degree granted.

Sex of author. Where the author's name was readily identifiable as male or female it was so tabulated, reflecting current interest in the proportion of each gender completing doctoral education. Trends were sought by year and subject classification. The total was not expected to be equal to the total number of documents in the collection because of the difficulty in identifying some names as masculine or feminine. Three categories were developed: male; female; not identifiable.

Institution awarding degree. Institution awarding degree was tabulated as indicated in Dissertation Abstracts International, and a cumulative percentage table developed.

Content Analysis Variables

Subjective classification by topic. The empirical approach to classification was employed to determine a set of mutually exclusive categories to describe the major topic or concern of each dissertation, as represented in the abstract. Abstracts and bibliographic information, pasted on cards, were sorted into classes deemed to be homogeneous. Some 39 categories emerged. These were then scrutinized to determine if any two or more could be collapsed into a single category. Thirty classes were subsequently retained as discrete units, with the 30 classes further organized under ten major subject headings.

Type of research. Classification according to type of research employed was done using the committee approach. A number of typologies existing in the literature (Isaac & Michaels, 1971; Wick & Dirkes, 1973) were consulted and the following categories developed in consultation with specialists in research methodology:

1. Experimental -- Attempts to determine cause and effect in a situation by employing experimental groups exposed to treatment conditions and control and/or placebo groups. Random assignment is essential.
2. Quasi-experimental -- Attempts to determine cause and effect in a situation in which the control and/or manipulation of all relevant variables is not possible.
3. Correlational-- Attempts to determine the extent to

which one variable covaries with another, without assumption of causation.

4. Survey -- Attempts to describe systematically a situation or area of interest factually and accurately. Often described as information collection.

5. Ex post facto -- Retrospectively attempts to assess cause and effect through examination of extant data.

6. Philosophic -- Attempts, without necessarily consideration of empirical data, to put forward a reasoned view of a situation or process.

7. Content analysis -- Attempts to make inferences through a systematic and objective identification and analysis of specified characteristics.

8. Material and test development -- Has as the major focus, the development of new materials or instruments. May include empirical field testing.

9. Other -- includes studies not readily classified into one of the eight above categories including historical, biographical et cetera.

Categories were assumed to be mutually exclusive with each abstract assigned to one class. Totals were reported for the entire collection, by year, by degree granted and by sex of author.

Educational domain. A content factor not often analyzed, educational domain, was included in the study after examination of the current literature in reading

seemed to indicate that such information would be of major interest to those concerned with trends in reading research. The schedule of domain classes was adopted from Worthington (1975) as reflecting those commonly identified in the literature (Bloom, 1956).

1. Cognitive -- dealing with the recall or recognition of knowledge, and the development of intellectual abilities and skills.

2. Affective -- involving interests, attitudes and values as well as the development of appreciation and adequate adjustment.

3. Psycho-motor -- involving manipulative or motor-skill areas.

4. Combination of domains

5. Not applicable/not identifiable

Classes were held to be mutually exclusive with each dissertation abstract tabulated only once. Tabulation was done by date of completion and by subjective classification.

Data analysis. Consideration of a number of schedules appearing in the literature and consultation with statistical experts resulted in the development of the following classes of data analysis techniques:

1. Descriptive statistics

2. Simple correlation

3. Chi-square

4. t-test

5. Nonparametrics
6. Analysis of variance
7. Analysis of covariance
8. Multiple regression
9. Factor analysis
10. Multivariate analysis of variance and covariance
11. Not given
12. Not applicable
13. Z statistic
14. Discriminant function analysis

Each identification of a test statistic in each abstract was tabulated with the total expected to greatly exceed the number of documents in the collection because of the frequent use of a number of techniques in a single study. Tabulation was completed for the entire collection.

For bivariate analyses by year, degree and sex of author, the classification schedule was collapsed yielding,

1. descriptive statistics
2. correlational analyses (including regression, and z statistics)
3. nonparametrics (including chi-square)
4. analysis of variance (including t-tests and analysis of covariance)
5. factor analysis
6. multivariate analysis (including multiple discriminant function analysis)

7. not given.

The category 'not applicable' was dropped for the bivariate analysis.

Data gathering instruments. Preliminary consideration of the collection indicated that the committee approach would be untenable for the tabulation of data gathering instruments. While some classes, for example, standardized achievement tests, could be pre-determined, others could not. A free indexing of the collection for this variable was undertaken, with a schedule developed only following tabulation of the collection. Each device, identified in each abstract, was assigned to classes determined to be mutually exclusive for instrument but not for dissertation. The total tabulation then was expected to be very much larger than the total collection because of the possibility of more than one type of instrument being used in any study. Data gathering instruments were reported for the total collection.

STATISTICAL ANALYSIS

Tabulations and descriptive statistics were determined to be satisfactory for reporting most results for two primary reasons: (a) examination of similar studies revealed this pattern of report, and (b) most cells determined were of insufficient magnitude to permit inferential analysis.

Coding was developed for each variable using the

following 60 column data coding system.

Data Coding System

Columns 1-4: four digit document identification number

Column 5: blank

Columns 6-7: two digit subjective classification as indicated in Chapter IV

Columns 8-9: two digit year of completion, eg. 66 = 1966

Column 10: one digit degree awarded

e = Ed.D.

P=Ph.D.

Column 11: one digit sex of author (m = male; f = female)

Columns 12-14: three digit number of pages

Column 15: one digit educational domain

- 1 = cognitive
- 2 = affective
- 3 = psycho-motor
- 4 = combination
- 5 = not applicable

Column 16: one digit type of research

- 1 = experimental
- 2 = quasi-experimental
- 3 = correlational
- 4 = survey
- 5 = ex post facto
- 6 = philosophic
- 7 = content analysis
- 8 = materials development
- 9 = other

Columns 17-28: series of two digit data analysis techniques

- 01 = descriptive statistics
- 02 = simple correlation
- 03 = chi-square
- 04 = t-tests
- 05 = non parametric statistics
- 06 = analysis of variance
- 07 = analysis of covariance
- 08 = multiple regression
- 09 = factor analysis
- 10 = multivariate analysis of variance

- 11 = not specified
- 12 = not applicable
- 13 = z statistic
- 14 = discriminant function analysis

Columns 29-40: series of two digit data gathering techniques

- 01 = unidentified achievement test
- 02 = unidentified personality test
- 03 = unidentified aptitude test
- 11 = standardized achievement test
- 12 = standardized aptitude test
- 13 = standardized personality test
- 14 = standardized classification scheme
- 15 = standardized attitude test
- 21 = nonstandardized achievement test
- 22 = nonstandardized attitude test
- 23 = nonstandardized survey
- 24 = interview
- 25 = nonstandardized classification
- 26 = rating scale (individuals)
- 27 = nonstandardized personality test
- 28 = nonstandardized aptitude test
- 29 = observation
- 30 = not applicable
- 41 = eye-movement camera
- 42 = physiological functions
- 43 = vision screening
- 44 = psycho-motor survey
- 45 = auditory screening
- 50 = demographic classification
- 60 = not identifiable

In interpreting the coding system, the first dissertation, for example, is coded

0001 0066ef2084311 1112232250

this labels the dissertation as being classified under:
 Correlates of Reading Achievement, general; 1966; Ed.D. ;
 female author; 208 pages; combination of educational
 domains; correlational research type; not specified data
 analysis technique; standardized achievement test;
 standardized aptitude test; nonstandardized survey
 instrument; nonstandardized attitude measure; demographic

classification. Each abstract was coded, and the information entered in a computer file. The complete coding for each dissertation appears in the Appendix. The program "Multivariate Contingency Tabulations" (MVTAB) generated bivariate and univariate data, institutional data was hand tabulated and cumulative percentages calculated, and the programs BMD P2D (Frequency Count), and BMD P9D (Multi-dimensional Data Description) were used to generate data concerning number of pages.

Univariate Analysis

Univariate frequency tables were generated and examined for each of the ten variables under consideration using data from MVTAB, BMD P2D and hand calculations.

Bivariate Analysis

Bivariate contingency tables were generated along with Pearson's chi-square and probabilities to make possible examination of the relationships of year of publication, degree granted and sex of author with content classification, length in pages, research type, and data analysis techniques. A significance level of alpha equal to .05 was set for all bivariate analysis.

If doctoral students are to confront problems logically and express themselves intelligently, a modicum of human contact and personal reflection is likely to prove more nourishing than the dissertation or doctoral project. (Williams, 1971, p.756)

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A case could be made that the experience of the dissertation has given those who have undergone it an understanding of the way knowledge grows, of the difficulty of establishing fact and truth, and the drudgery as well as the excitement of finding something new or giving new insight to old data, and that such an experience can be nothing but valuable to one who will teach at an advanced level though he were never to undertake a program of research of similar scope again or publish a line. (Prior, 1965, p.49)

ANALYSIS OF DATA AND RESULTS

Using the empirical method of classification, the DAI abstracts were organized into 30 content categories and sub-categories as follows:

0. Correlates of reading achievement

- 0.0 general
- 0.1 linguistic
- 0.2 perceptual and physiological
- 0.3 intelligence/creativity
- 0.4 environmental (socio-cultural)
- 0.5 personality

1. Students

- 1.0 measurement, evaluation and diagnosis
- 1.2 motivation and attitudes toward reading
- 1.4 response to and effects of reading

2. Secondary reading programs

2.0 developmental reading programs

2.1 status of secondary reading

3. Materials

4. Personnel

4.0 professionals

4.2 other personnel

5. Reading skills

5.0 general

5.2 word skills

5.3 comprehension

5.5 retention

5.6 flexibility

6. Reading in the content areas

6.0 general

6.1 English/language arts/literature

6.2 mathematics/science

6.3 social studies

7. Reading problems

7.0 description

7.1 treatment

7.3 follow-up

8. Atypical learners

8.0 physically handicapped

8.1 intellectually disabled

8.2 social and personality disorders

9. Miscellaneous research

Enriched annotations were prepared for each dissertation abstract including information concerning purpose and design of the study, sample population, data gathering instruments and data analysis performed, and results or conclusions.

Enriched annotations for each dissertation were ordered chronologically within content categories and assigned a four digit identity number with the first two digits indicating content category and the third and fourth digits indicating position within content category. The classified annotated bibliography appears in the Appendix of this monograph.

In order to facilitate access to the annotated bibliography and through the bibliography to the dissertations themselves, Key Word in Context and author indexes were computer generated and also appear in the Appendix. The original KWIC index, with only those words appearing on a standard stop list deleted, contained 6161 lines or an average of 10.866 entries per document. Examination of the original index indicated that a number of terms were not useful as keywords and that at that size, the index was inefficient. Hand deletion of terms with low semantic importance for locating relevant material resulted in an index of 3199 lines with an average of 5.642 entries or keywords per document.

The 30 category content classification scheme and the

KWIC and author indexes provide three types of entry to the dissertation literature, with the KWIC index offering access to each dissertation by an average of nearly six keywords.

CONTENT ANALYSIS

Following coding of each document in terms of ten variables, the computer program "Multivariate Contingency Tabulations" (MVTAB) was used to generate univariate and bivariate data for the following variables: year of publication; degree awarded; sex of author; content classification; educational domain; research design type; data analysis techniques; and data gathering techniques. Institution of origin was hand tabulated and the computer programs BMD P2D (Frequency Count) and BMD P9D (Multi-dimensional Data Description) were used to examine the distribution of number of pages. The results for the univariate analyses of the ten variables are presented first followed by the bivariate analysis for year of completion, degree awarded and sex of author.

Results for each of the ten variables are presented individually in simple descriptive terms except for the demographic characteristics of year of completion, degree awarded and sex of author where bivariate tables and some inferential analysis are presented.

Univariate Analysis

Dissertations completed by year. Dissertations completed each year for the period 1960-1976 were tabulated and appear in Table II. A somewhat erratic pattern of increase is apparent in the number of dissertations reported by year during most of the 1960's followed by a dramatic increase between 1972 and 1974. While this increase may in part be attributed to differences in the searching strategies of the variety of individuals conducting the handsearch of DAI, with perhaps a wider frame of reference being used from 1973 forward, this increase can also be considered a reflection of increasing interest in the area of secondary reading, and at the same time, as noted previously, of the increasing number of dissertations completed in Education generally.

INSERT TABLE II HERE

When data for year of completion were collapsed to three periods as indicated in Table III, the overall increase and the preponderance of the 1970's is apparent with over 63 percent of the dissertations completed since 1970.

INSERT TABLE III HERE

Type of degree. With the exception of two dissertations completed in the discipline of library science, all dissertations in the collection were for the degree of Ed.D. or Ph.D. with 304 (53.81%) completed for the Doctor of Education and 261 (46.19%) for the Doctor of Philosophy degrees.

Sex of author. Of the 562 author names readily identifiable as male or female, 363 (64.59%) were identified as male and 199 (35.41%) as female.

Institution awarding degree. Hand tabulation of institution of origin (see Appendix) indicated that a total of 115 institutions had produced at least one dissertation related to secondary reading with 16 of these producing 10 or more and 4 institutions, New York University (26), Florida State (23), Boston University School of Education (20) and Indiana University (20) producing 20 or more each. Examination of the cumulative frequency table (Table IV) indicates that these four universities accounted

TABLE II

Dissertations Completed by Year

Year	n	%
1960	5	.88
1961	13	2.29
1962	6	1.06
1963	20	3.53
1964	30	5.29
1965	11	1.94
1966	24	4.23
1967	27	4.76
1968	14	2.47
1969	24	4.23
1970	33	5.82
1971	35	6.17
1972	37	6.53
1973	93	16.40
1974	87	15.34
1975	104	18.34
1976	4	.71
Total	567	100.00

TABLE III

Dissertations Completed by Time Period

Year	n	%
1960-1965	85	14.99
1966-1970	122	21.52
1971-1976	360	63.49
Total	567	100.00

for over 15 percent of the total collection, seven universities accounted for nearly 25 percent of the total, 20 universities for nearly 50 percent of the total, and 46 for over 75 percent.

INSERT TABLE IV HERE

Table V lists the number of dissertations completed at the most quantitatively productive universities.

INSERT TABLE V HERE

Length of the dissertation. The median page length of dissertations in the collection was calculated as 157 pages with a range from 45 pages to 685 pages. The distribution of number of pages was markedly positively skewed, with the mean of 176.3 pages and standard deviation of 85.7 emphasizing the marked variability.

TABLE IV

Cumulative Frequency Table for Number of Dissertations and
Sponsoring Institutions

number of dissertations	number of institutions	cumulative frequency	cumulative percentage
26	1	26	4.59
23	1	49	8.66
20	2	89	15.22
17	2	123	21.73
16	1	139	24.56
13	2	165	29.15
12	2	189	33.39
11	1	200	35.33
10	4	240	42.40
9	4	276	48.76
8	3	300	53.00
7	7	349	61.66
6	7	391	69.08
5	9	436	77.03
4	5	452	79.86
3	16	500	88.34
2	17	534	94.35
1	32	567	100.00

TABLE V

Frequency of Dissertations by Institutions

Institution	n
New York University	26
Florida State University	23
Boston University School of Education	20
Indiana University	20
University of Southern California	17
Syracuse University	17
University of Pittsburgh	16
Temple University	13
University of Oregon	13
Columbia University Teachers College	12
University of Georgia	12
Arizona State University	11
University of Northern Colorado	10
University of Minnesota	10
University of Illinois	10
University of Wisconsin	10

Note: a complete listing of frequency of dissertations by sponsoring institution appears in the Appendix.

Content classification. Two univariate tables (Tables VI & VII) were produced and present the results for the content classification, the first with the 30 categories indicated earlier in this chapter, and the second with 12 categories which resulted when the 30 original categories were collapsed into broader categories to aid in interpreting the overall topical trends in dissertation research.

When Table VI is considered, the most frequently appearing category is "Reading skills: comprehension" (9.35%), followed by "Reading problems: treatment" (8.29%), "Reading skills: general" (6.70%), "Materials" (6.17%), "Personnel: professionals" (5.82%), and "Students: response to and effects of reading" (5.47%).

What is perhaps most notable about Table VI is the wide range of topics in secondary reading which have been of interest to doctoral candidates in their research.

INSERT TABLE VI HERE

TABLE VI
Dissertations by Content Classification

Content classification	n	%
Correlates of reading ability		
general	7	1.23
linguistic	14	2.47
perceptual & physiological	18	3.17
intelligence/creativity	11	1.94
environmental (socio-cultural)	14	2.47
personality	11	1.94
Students		
measurement, & diagnosis	22	3.88
motivation	27	4.76
response to reading	31	5.47
Secondary reading programs		
developmental	22	3.88
status	19	3.35
Materials	35	6.17
Personnel		
professionals	33	5.82
others	7	1.23
Reading skills		
general	38	6.70
word skills	16	2.82
comprehension	53	9.35
retention	14	2.47
flexibility	8	1.41
Reading in the content areas		
general	16	2.82
English/lang. arts/lit.	22	3.88
math/science	17	3.00
social studies	16	2.82
Reading problems		
description	10	1.76
treatment	47	8.29
follow-up	10	1.76
Atypical learners		
physically handicapped	3	.53
intellectually disabled	9	1.59
social disorders	7	1.23
Miscellaneous research	10	1.76
Total	567	100.00

Table VII produces some differences when the data are realigned into larger categories with "Reading skills" most frequent (22.75%), followed by "Correlates of reading achievement" (13.23%), "Reading in the content areas" (12.52%), and "Reading problems"(11.82%).

INSERT TABLE VII HERE

Educational domain. Based on the contents of the original abstract, each thesis was classified into one of five domain categories. The results are presented in Table VIII and indicate that more than half the dissertations in the collection dealt primarily with the cognitive domain with a further 25 percent dealing with a combination of domains invariably including cognitive. Less than 9 percent of the dissertations indicated the affective domain as the primary concern.

INSERT TABLE VIII HERE

TABLE VII

Frequency of Dissertations by Collapsed Content Categories

Content classification	n	%
correlates of reading achievement	75	13.23
measurement, evaluation & diagnosis	22	3.88
motivation	27	4.76
response to reading	31	5.47
secondary reading programs	41	7.23
materials	35	6.17
personnel	40	7.05
reading skills	129	22.75
reading in the content areas	71	12.52
reading problems	67	11.82
atypical learners	19	3.35
miscellaneous research	10	1.76
total	567	100.00

Type of research. As indicated in Table IX, the most frequent type of research design classified was quasi-experimental, inflated somewhat by the inclusion of some dissertations of apparently pre-experimental design. Correlational studies, experimental research and survey research were the next most frequently occurring categories. Over 45 percent of the dissertations were classified into experimental or quasi-experimental indicating some type of experimental manipulation.

INSERT TABLE IX HERE

Data analysis techniques. . Each type of data analysis technique was counted once for each dissertation in which it was mentioned. Thus, while a dissertation mentioning four different types of analysis was counted four times, mention of four analyses of variance in the same dissertation abstract resulted in only one count.

TABLE VIII

Frequency of Dissertations by Educational Domain

category	n	%
cognitive	324	57.14
affective	49	8.64
psycho-motor	1	.18
combination	142	25.04
not applicable	51	8.99
total	567	100.00

TABLE IX

Frequency of Dissertations by Research Type

category	n	%
quasi-experimental	173	30.57
correlational	131	23.14
experimental	85	15.02
survey	68	12.01
content analysis	49	8.66
material development	21	3.71
philosophical	18	3.18
ex post facto	14	2.47
other	7	1.24
total	567	100.00

As indicated in Table X, 24.51 percent of the dissertations did not clearly specify in the abstract what data analyses were performed. Of those reporting their analyses, simple correlation (23.28% of the dissertations) was most often cited followed closely by descriptive analyses (22.93% of the dissertations), and analyses of variance (22.40% of the dissertations). The more sophisticated techniques of factor analysis, multivariate analysis of variance and multiple discriminant function analysis were less often cited.

INSERT TABLE X HERE

Data gathering techniques. Data gathering techniques were tabulated in a similar manner as that used for data analyses: once for each abstract in which they were cited with more than one category possible for each abstract but

TABLE X

Frequency of Dissertations by Data Analysis Technique

data analysis technique	n	percentage of dissertations reporting
not given	139	24.51
simple correlation	132	23.28
descriptive statistics	130	22.93
analysis of variance	127	22.40
t-test	66	11.64
analysis of covariance	59	10.41
multiple regression	17	6.70
chi-square	29	5.11
z statistic	27	4.76
not applicable	26	4.59
multivariate anova	17	3.00
factor analysis	10	1.76
nonparametrics	7	1.23
discriminant function	4	.71
total	567	100.00

not more than one count within categories. The most often cited technique (see Table XI) was use of a standardized achievement test, noted in over 45 percent of the abstracts. Others frequently cited were nonstandardized achievement tests (30.34 percent of the dissertations), standardized aptitude tests (26.46% of the dissertations), demographic classifications (26.28%), nonstandardized content classifications (22.05%) and nonstandardized survey instruments (17.64%).

INSERT TABLE XI HERE

Summary of univariate analyses . Univariate analyses of the collection in terms of ten demographic and content variables indicated that doctoral research relating to secondary reading is being carried out at a wide variety of institutions and has dealt with a number of different topics. The representation of diverse research designs and methodology including data analyses and instrumentation underlines the wide range of interests and backgrounds of doctoral students in this area.

TABLE XI

Frequency of Dissertations by Data Gathering Techniques

data gathering technique	n	percentage of dissertations reporting
standardized achievement test	258	45.50
nonstandardized achievement test	172	30.34
standardized aptitude test	150	26.46
demographic classification	149	26.28
nonstandardized classification	125	22.05
nonstandardized survey	100	17.64
nonstandardized attitude test	71	12.52
unspecified achievement test	63	11.11
nonstandardized aptitude test	41	7.23
standardized classification	39	7.05
standardized personality test	39	6.88
ratings	39	6.88
interview	35	6.17
unspecified personality test	12	2.12
observation	11	1.94
not applicable	8	1.41
vision screening	8	1.41
unspecified aptitude test	6	1.11
eye movement camera	6	1.11
standardized attitude test	6	1.11
psychomotor survey	3	.53
auditory screening	3	.53
not given	2	.35
physiological measures	1	.18
total	1370	

Bivariate Analysis

Bivariate frequency tables and Pearson's chi-square were used to analyze the relationship of year of completion, sex of author and degree granted to content classification, research type and data analysis techniques, and F tests were performed on data relating number of pages to year of completion, sex of author and degree awarded.

Year of completion. Examination of year by degree (see Table XII) yielded a Pearson's chi-square of 8.28 indicating a significant relationship between these variables with alpha set at .05. Examination of the total percentage table indicates that the relationship is accounted for by the shift in the 1970's to more Ph.D. 's being completed than Ed.D. 's which reversed the trend established in the 1960's.

INSERT TABLE XII HERE

A significant relationship is also indicated for year by sex of author (Table XIII) with a sharp increase in the number of female authors in the years since 1970.

INSERT TABLE XIII HERE

A slight difference appeared in mean page length for

the three time periods under consideration (see Table XIV) but this difference was nonsignificant.

INSERT TABLE XIV HERE

Calculation of Pearson's chi-square indicated year of completion and content categories to be significantly related at the .0001 level of significance, with interest in "Response to and effects of reading", and "Reading personnel" showing a chronological increase accompanied by a chronological decrease for "Reading programs" and "Reading problems". For the late 1960's, abstracts classified "Correlates of reading achievement" show a proportional decrease while those classified "Materials" are disproportionately frequent.

INSERT TABLE XV HERE

TABLE XII

Bivariate Percentage Table for Year by Degree

years	Ph.D. %	Ed.D. %	total %
1960-65	6.37	8.67	15.04
1966-70	7.79	13.81	21.59
1971-76	32.04	31.33	63.36
total	46.19	53.81	100.00

Pearson's chi-square = 8.28 df = 2
 chi-square probability = 0.015

TABLE XIII

Bivariate Percentage Table for Year by Sex of Author

years	male %	female %	total %
1960-65	11.03	3.74	14.77
1966-70	16.19	5.34	21.53
1971-76	37.37	26.33	63.70
total	64.59	35.41	100.00

Pearson's chi-square = 15.18 df = 2
 chi-square probability = 0.00062

TABLE XIV

Bivariate Table for Year by Page Length

year	frequency	mean	standard deviation
1960-65	83	185.16	86.14
1966-1970	120	174.22	84.18
1971-1976	348	175.39	86.50

F=0.40033 alpha = 0.6703
 Bartlett Test for homogeneity of variance, alpha = 0.9342

Examination of Table XVI for year of completion by research type indicates a number of notable shifts although the large number of cells with a frequency less than five prevent a valid chi-square being calculated. While interest in experimental, quasi-experimental, correlational and survey studies remains proportionately the same over the years outside of a marked increase in experimental studies in the late 1960's (see Table XVI), interest in content analysis and philosophical studies apparently rose sharply in the 1970's accompanied by a proportionate decline in studies categorized ex post facto and material development.

INSERT TABLE XVI HERE

The number of cells with a frequency of less than five again prevented the bivariate data for year by data analysis (Table XVII) being analyzed using Pearson's chi-square. Several shifts are apparent however, with proportionately fewer abstracts failing to cite data analysis techniques through the late 1960's and the 1970's and an increase in the proportionate number using analyses of variance techniques (including analyses of covariance and t-tests) and multivariate analyses. Analysis of the data by

TABLE XV

Bivariate Table of Year by Content Classification

category	1960-65	1966-70	1971-76	total
correlates of reading	3.05	1.80	8.62	13.46
measurement	.00	.90	3.05	3.95
motivation	.54	1.08	3.23	3.95
response to reading	.18	1.08	4.31	5.57
programs	1.80	1.80	3.77	5.57
materials	.54	2.33	3.41	6.28
personnel	.00	.90	6.28	7.18
reading skills	3.59	5.57	14.00	23.16
content areas	1.44	2.15	9.16	12.75
reading problems	3.23	3.59	5.21	12.03
atypical learners	.72	.54	2.15	3.14
total	15.08	21.72	63.20	100.00

n = 557 chi-square probability = 0.00001
 Pearson's chi-square = 49.56 df = 20

TABLE XVI

Bivariate Table of Year by Research Type

category	1960-65	1966-70	1971-76	total
experimental	.53	3.89	10.60	15.02
quasi-experimental	5.65	6.18	18.73	30.57
correlational	3.89	4.95	14.31	23.14
survey	2.30	2.30	7.42	12.01
ex post facto	1.24	.88	.35	2.47
philosophic	.35	.18	2.65	3.18
content analysis	.71	1.59	6.36	8.66
material development	.18	1.41	2.12	3.71
other	.18	.18	.88	1.21
total	15.02	21.55	63.43	100.00

n=566
 Pearson's chi-square = 40.41 df = 16
 chi-square probability 0.00071 invalid

single years and uncollapsed data analysis categories supported the trends observed in Table XVII.

INSERT TABLE XVII HERE

Type of degree. Bivariate frequency tables and chi-square and F statistics were used to consider the relationship of type of degree to the variables year of completion, sex of author, number of pages, content classification, research type and data analysis.

Table XVIII reveals a significant relationship for degree by year with an increase in the proportion of Ph.D. 's in the 1970's.

INSERT TABLE XVIII HERE

Degree awarded and sex of author (Table XIX) were not significantly related. Although there is a slightly higher proportion of female authors of Ph.D. dissertations it does not exceed the level of chance probability.

TABLE XVII

Bivariate Table of Year by Data Analysis

category	1960-65	1966-70	1971-76	total
descriptive statistics	1.78	4.20	10.57	16.56
correlation	2.93	5.35	16.82	25.10
nonparametrics	.76	1.02	2.80	4.59
analyses of variance	2.29	5.86	23.95	32.10
factor analysis	.00	.38	.89	1.27
multivariate analysis	.13	.25	2.29	2.68
not specified	5.10	4.97	7.64	17.71
total	12.99	22.04	64.95	100.00

n=785

Pearson's chi-square = 58.66

chi-square probability = 0.0000

df = 12

invalid

INSERT TABLE XIX HERE

While perusal of Table XX reveals a somewhat greater mean page length for Ed.D. dissertations than for Ph.D., the difference is not significant at the .05 level. The difference in standard deviation is more notable, and the Bartlett test for homogeneity of variance indicated the difference significant at 0.000 with much greater variability apparent in length of the Ed.D. dissertations.

INSERT TABLE XX HERE

Degree awarded and content category appear to be significantly related variables at the .01 level of significance (Table XXI). This relationship is accounted for by the disproportionate number of Ph.D. degrees completed in the content categories "Response to and effects of reading" and "Reading in the content areas", while the Ed.D. Degrees are disproportionately frequent for "Motivation and attitudes toward reading", "Reading programs" and "Measurement, evaluation and diagnosis".

INSERT TABLE XXI HERE

TABLE XVIII

Bivariate Table of Degree by Year of Completion

degree	1960-65	1966-70	1971-76	total
Ph.D.	6.37	7.79	32.01	46.19
Ed.D.	8.67	13.81	31.33	53.81
total	15.04	21.59	63.36	100.00

n=565

Pearson's chi-square = 8.28

df = 2

chi-square probability = 0.01573

TABLE XIX

Bivariate Percentage Table for Degree by Sex of Author

degree	male	female	total
Ph.D.	28.39	18.04	46.43
Ed.D.	36.43	17.14	53.57
total	64.82	35.18	100.00

n = 560

Pearson's chi-square = 2.57

df = 2

chi-square probability = 0.010459

TABLE XX

Bivariate Table for Degree Granted by Page Length

degree	frequency	mean	standard deviation
Ph.D.	258	170.54	71.75
Ed.D.	293	181.66	96.49

equality of means: F = 2.30605

alpha = 0.1294

Bartlett Test for homogeneity of variance, alpha = .00000

Although not as marked, disproportionate number of Ph.D. degrees were also completed in the content categories "Materials" and Ed.D. in "Atypical learners".

Type as indicated in Table XXII. While there are some small differences, none of these exceeds the level of chance probability.

INSERT TABLE XXII HERE

Degree awarded and data analysis techniques specified in the abstracts were not significantly related as indicated in Table XXIII.

INSERT TABLE XXIII HERE

Sex of author. Bivariate frequency tables and chi-square and F tests were used to analyze the relationship of sex of author to year of completion, number of pages, content classification, degree completed, research type and data analysis.

A significant relationship appeared between sex of author and year of completion (Table XXIV) with a disproportionate number of females completing degrees in the 1970's and a disproportionate number of males completing degrees in the 1960's.

TABLE XXI

Bivariate Table of Degree by Content Classification

category	Ph.D.	Ed.D.	total
correlates of reading	6.31	7.21	13.51
measurement	1.26	2.70	3.96
motivation	1.62	3.24	4.86
response to reading	3.96	1.62	5.59
programs	1.62	5.77	7.39
materials	3.24	3.06	6.31
personnel	3.42	3.60	7.03
reading skills	10.27	12.79	23.06
content areas	7.39	5.41	12.79
reading problems	5.77	6.31	12.07
atypical learners	1.26	2.16	3.42
total	46.13	53.87	100.00

n = 565

Pearson's chi-square = 26.16

df = 10

chi-square probability = 0.00363

TABLE XXII

Bivariate Percentage Table for Degree by Research Type

category	Ph.D. %	Ed.D. %	total %
experimental	6.91	8.26	15.07
quasi-experimental	14.18	16.49	30.47
correlational	11.52	11.52	23.05
survey	4.43	7.45	11.88
ex post facto	.89	1.60	2.48
philosophic	1.77	1.42	3.19
content analysis	4.79	3.90	8.69
material development	1.06	2.66	3.72
other	.53	.71	1.24
total	46.10	53.90	100.00

n = 564

Pearson's chi-square = 8.36

df = 8

chi-square probability = 0.39919

TABLE XXIII

Bivariate Percentage Table for Degree by Data Analysis

data analysis	Ph.D. %	Ed.D. %	total %
descriptive statistics	7.18	9.49	16.67
correlation	12.95	11.79	24.74
nonparametric	2.44	2.18	4.62
ANOVA	14.10	18.08	32.18
factor analysis	.64	.64	1.28
multivariate	1.28	1.41	2.69
not specified	8.85	8.97	17.92
total	47.44	52.56	

n=780

Pearson's chi-square =4.87

df = 6

chi-square probability =0.56249

INSERT TABLE XXIV HERE

The variables of sex of author and degree awarded (Table XXV) were not significantly related at the .05 level.

INSERT TABLE XXV HERE

Table XXVI indicates no significant difference between mean number of pages reported by sex of author, nor between standard deviations as indicated by use of the F statistic.

INSERT TABLE XXVI HERE

Pearson's chi-square analysis indicated no significant relationship between the variables sex of author and content classification (Table XXVII).

INSERT TABLE XXVII HERE

TABLE XXIV

Bivariate Table of Sex of Author by Year of Completion

sex	1960-65 %	1966-70 %	1971-76 %	total %
male	11.03	16.19	37.37	64.59
female	3.74	5.34	26.33	35.41
total	14.77	21.53	63.70	100.00

n=562

Pearson's chi-square = 15.18

df = 2

chi-square probability = 0.00062

TABLE XXV

Bivariate Percentage Table for Sex of Author by Degree
Granted

sex of author	Ph.D.	Ed.D.	total
male	28.39	36.43	68.82
female	18.04	17.14	35.18
total	46.43	53.57	100.00

n = 560

Pearson's chi-square = 2.57

df = 2

chi-square probability = 0.010459

TABLE XXVI

Bivariate Table for Sex of Author by Page Length

sex	frequency	mean	standard deviation
male	357	175.13	89.17
female	194	178.88	79.69

equality of means: $F = 0.238840$ $\alpha = 0.6252$
 Bartlett Test for homogeneity of variance, $\alpha = 0.0791$

TABLE XXVII

Bivariate Table of Sex of Author by Content Classification

category	male	female	total
correlates of reading	7.97	5.62	13.59
measurement	2.72	1.27	3.99
motivation	2.72	2.17	4.89
response to reading	3.62	1.99	5.62
programs	5.62	1.81	6.34
materials	4.53	1.81	6.34
personnel	4.71	2.54	7.25
reading skills	15.94	7.43	23.37
content areas	7.61	4.89	12.50
reading problems	6.70	4.89	11.59
atypical learners	2.90	.54	3.49
total	65.04	34.96	100.00

n = 552

Pearson's chi-square = 10.79

df = 10

chi-square probability = 0.00260

No significant relationship appeared between sex of author and research type (Table XXVIII) although a slightly disproportionate number of female authors completed studies designated philosophical and content analysis, while a proportionately higher number of male authors completed studies designated experimental and quasi-experimental.

INSERT TABLE XXVIII HERE

Sex of author was not significantly related to data analysis techniques although male authors indicated a slightly higher proportional use of descriptive statistics, and analyses of variance while female authors indicated a proportionately higher frequency of correlational, parametric and factor analyses. These proportions, however, can be attributed to chance.

INSERT TABLE XXIX HERE

TABLE XXVIII

Bivariate Table of Sex of Author by Research Type

category	male	female	total
experimental	10.16	4.81	14.97
quasi-experimental	21.03	9.27	30.30
correlational	14.44	8.73	23.17
survey	7.66	4.46	12.12
ex post facto	1.43	1.07	2.50
philosophical	1.43	1.78	3.21
content analysis	5.35	3.39	8.73
materials development	2.14	1.60	3.74
other	.89	.39	1.25
total	64.53	35.47	100.00

n = 561

Pearson's chi-square = 6.89

df = 8

chi-square probability = 0.54932

TABLE XXIX

Bivariate Table of Sex of Author by Data Analysis Technique

category	male	female	total
descriptive statistics	11.57	4.88	16.45
correlation	15.17	9.30	25.06
nonparametrics	2.70	1.93	4.63
analysis of variance	22.11	10.15	32.26
factor analysis	.77	.51	1.29
multivariate	1.54	1.16	2.70
not specified	11.44	6.17	17.61
total	65.30	34.70	100.00

n = 778

Pearson's chi-square = 6.06

df = 6

chi-square probability = 0.41667

Summary of bivariate analysis. Of the three demographic variables selected for bivariate analysis, (Table XXX), year of completion appears to have the most significant relationships with other variables being significantly related to degree, sex of author and content classification and showing strong relationships with both research type and data analyses although it was not possible to compute a valid chi-square for these contingency tables because of insufficient cell sizes.

Significant relationships for type of degree occurred only by year and content classification. On all other variables no differences by degree appeared that were not explicable by chance.

The only significant relationship for sex of author was by year, with no relationship between sex of author and distribution of any other variable beyond that attributable to chance.

INSERT TABLE XXX HERE

TABLE XXX

Summary of Bivariate Analysis

variable	year	degree	sex
year	----	*	***
degree	*	----	ns
sex	***	ns	---
# of pages ¹	ns	ns	ns
content class.	***	**	ns
research type	invalid	ns	ns
data analysis	invalid	ns	ns

* = chi-square significant at .05

** = chi-square significant at .01

*** = chi-square significant at .001

ns = non significant

invalid = cell size insufficient for chi-square analysis

¹ relationships with mean number of pages analyzed using F statistic

I cannot see our continuing to give degrees to persons because they can write dissertations, when we know that they cannot deal with the most important critical issues facing the education professions, while we at the same time refuse, because of some traditional or dysfunctional requirement, to give degrees to those who can be instrumental in bringing about the needed change. (Jordan, 1971, p.531)

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Doctoral research has become so vast in quantity and of such variety, not only locally but nationally ... that the need for bibliographies soon became evident and the bibliographic literature of dissertations, as a result, has grown rapidly in the last few years. (Dossick, 1972, p.2)

SUMMARY AND CONCLUSIONS

SUMMARY

The purpose of this study was to examine the dissertation requirement in secondary reading, focusing on the period 1960 to 1975. To achieve this objective data were gathered and procedures followed to (a) identify the secondary dissertation literature, develop an empirically generated classification scheme, construct enriched annotations, and provide better access to this material in the form of an organized annotated bibliography with Key Word in Context(KWIC) and author indexes; (b) describe the demographic and content characteristics of the collection considering the variables year of completion, sex of author, institution awarding degree, length of the dissertation, content classification, education domain, type of research, data analysis techniques and data gathering techniques; and (c) analyze the relationship between year of completion, type of degree and sex of author and the variables of number

of pages, content classification, type of research and data analysis techniques. The body of dissertation literature considered included theses identified in Dissertation Abstracts International (DAI) by handsearching volumes 20 through 36. Limitations of the study included reliance on secondary sources (abstracts) of uneven quality; restriction of the dissertations considered to those announced in DAI; and dependence on handsearching by a number of individuals over several years which may have affected search reliability.

The study was based on the premise that while dissemination of research results is an integral part of the research process, an impressive body of dissertation literature exists which is often underutilized largely because of problems of organization and access. Providing access, however, is seen as merely an initial step with analysis and description of the dissertation literature in secondary reading seen as a logical and necessary second step for better understanding of the doctoral research conducted in the field.

The conceptual base for the study was derived from the literature related to several areas including: the process of graduate education, focusing primarily on the dissertation requirement; the communication and dissemination of research results; information science research on tools used in providing access to document collections; and content

analysis methodology as an unobtrusive technique in the social sciences. A literature review provided the conceptual framework and supported the design and methodological aspects developed for the study emphasizing the extent of the dissertation literature, the potential value and current inaccessibility of dissertation research, the role of secondary publications in disseminating information, and the value of content analyses of dissertation research.

Specific steps involved in carrying out the study included (a) identification of abstracts in DAI volumes 20 to 36 (June, 1961 to July, 1976) relating to the field of secondary reading; development of classification parameters; rewriting and condensation of each abstract into an 'enriched annotation'; arrangement of the resultant body of annotations within the classification scheme; and generation of KWIC and author indexes (b) tabulation of the demographic variables of year of completion, degree awarded, institution granting degree and sex of author; and of content variables including type of research, educational domain, content classification, number of pages, data analysis techniques and data gathering techniques (c) bivariate analysis with data realigned and contingency tables developed and analyzed using Pearson's chi-square to examine the relationship of year of completion, degree awarded and sex of author considering number of pages, content classification, type of research and data analysis techniques.

A body of 567 dissertation abstracts relating to secondary reading since 1960 was identified, empirically classified by content, and guidelines developed and enriched annotations written for each of the entries. The resultant annotated bibliography, organized by content classification and within content classification by year of completion, appears in the Appendix, accompanied by KWIC and author indexes which were computer generated and carefully edited. An average of nearly six keywords for each dissertation provides points of entry to the collection.

Univariate analysis indicated: (a) an erratic pattern of increase over time with a notable shift between 1972 and 1974; (b) more dissertations completed for the Ed.D. degree than for the Ph.D; (53.81% to 46.19%); (c) more dissertations completed by male authors than female (64.59% to 35.41%); (d) 115 sponsoring institutions represented in the collection led by New York University (26), Florida State (23), Boston University School of Education (20), and Indiana University (20); (e) a median page length of 157 with a range from 45 pages to 685; (f) content classification indicating a wide range of interests with reading skills, correlates of reading achievement, reading in the content areas and reading problems the most frequently investigated areas, in that order; (g) over 57 percent of the collection dealing primarily with the cognitive domain; (h) a variety of types of research

represented led by quasi-experimental, correlational, experimental and survey; (i) data analysis techniques not specified by a large percentage (24.51%) of the original abstracts, with simple correlation the technique most often cited by those identifying data analysis procedures, followed by descriptive statistics and analysis of variance; and (j) the standardized achievement test the most often cited data gathering technique (over 45%) with others frequently noted, in order of occurrence, nonstandardized achievement tests, standardized aptitude tests and demographic classification.

Of the three demographic variables selected for bivariate analysis (year of completion, degree awarded and sex of author) bivariate analysis using Pearson's chi-square and contingency tables indicated year of completion as having the most significant relationships with other variables, significant at .05 with degree awarded, sex of author and content classification, and showing strong indications of relationship with both research type and data analysis although valid chi-squares could not be computed for these relationships because of insufficient cell sizes. Relationships for year of completion with other variables indicated (a) a shift in the 1970's to more Ph.D.'s completed than Ed.D.'s reversing the trend in the 1960's; (b) a sharp increase in the number of female authors since 1970; (c) a chronological increase in frequency of the

content classifications "response to and effects of reading" and "reading personnel" accompanied by a decrease in frequency for "reading problems" and "reading programs"; (d) a marked increase in experimental studies in the late 1960's and an apparent rise in content analysis and philosophical studies in the 1970's accompanied by a proportionate decline in ex post facto and material development research; and, (e) proportionately fewer dissertations failing to cite data analysis techniques in the late 1960's and 1970's and proportional increases in specification of analyses of variance techniques (including analyses of covariance and t-tests) and multivariate and factor analysis. The only other significant relationship appeared between type of degree and content classification, with the relationship accounted for by the disproportionate number of Ph.D. degrees completed in the categories "students: response to and effects of reading" and "reading in the content areas", with Ed.D.'s disproportionately frequent for "students: motivation and attitudes toward reading", "reading programs" and "measurement, evaluation and diagnosis".

CONCLUSIONS

A large body of dissertation research exists of interest to researchers, practitioners and teacher educators in the field of secondary reading with 567 identified for 1960 to 1976. This body of literature represents the research interests and trends not only of doctoral students, but also of a wide variety of academic and research personnel involved with the studies as supervisors, committee members and consultants. The current rate of increase appears to be about 100 completed dissertations each year, a volume worthy of recognition and study.

The difficulties involved in obtaining access to the dissertation literature noted by others (Starr, 1964; Glass, 1976) were apparent in the execution of the current study. Identification of the dissertation literature in secondary reading was found to be possible only through handsearching of each of the monthly A-series publications of Dissertation Abstracts International (DAI) appearing for each year under consideration. The number of subsections containing abstracts of interest in secondary reading underlined the diverse nature of topics of concern in the field as well as intensifying the difficulties of access. The variety of departments outside of reading which produce relevant material to secondary reading made handsearching of DAI

almost unavoidable and supported the need for a secondary publication such as the annotated bibliography completed in this study.

Attempting to apply content analysis methodology to the DAI abstracts imposed a number of limitations on the study and it was found that while it is possible to work from secondary sources in a study of this type it is not optimal. The major difficulties encountered centered around omission of vital information from the abstracts written by dissertation authors and published in DAI. Many of the abstracts provided insufficient information regarding such factors as research design, sample population, data analysis and data gathering procedures. These omissions are unfortunate, and mitigate against the usefulness of the abstracts. In view of the cost difficulties involved in any attempt to complete studies such as the current one from primary documents, the dissertations themselves, it is unfortunate that the potential use of the published abstracts is reduced by the quality of the abstract themselves. Difficulties encountered in attempting content analysis of the original abstracts were also noted in attempting to provide annotations based on these abstracts, and while it was found feasible to produce a secondary source such as the appended annotated bibliography working from a secondary source, DAI, the uneven quality of the original abstracts made this a frustrating task. It seems

paradoxical, that when an author has spent probably a year or more producing his dissertation research and the completed dissertation, more care is not taken with the final step of reporting the research, submission of the abstract to University Microfilms.

The dissertation research reflects the diversity of interests encountered in the field of secondary reading, and appears to draw heavily from such disciplines as educational psychology and English education as well as reading itself. A myriad of topics were encountered in attempting to develop a content classification, with research problems ranging from examination of the utility of specific techniques, such as the Cloze procedure, through attempts to develop comprehensive models of the reading process and including other such topics as correlates of reading ability; measurement, evaluation and diagnosis of students; attitudes toward reading; materials development; response to reading; training and performance of reading professionals; specific and general reading skills; reading in the content areas; description, treatment and followup studies of reading problems; and examination of reading of atypical learners. Shifts in these areas over time may be seen as reflecting interests in the field with diversity in choice of problem areas appearing to increase.

In recent years a trend to proportionately more Ph.D.'s awarded and female authors identified is noted, probably

reflecting admission and degree awarding trends in the institutions involved. While the total number of institutions represented in the current collection is 115, four institutions account for 15 percent of the total with seven accounting for over 25 percent and 20 for nearly 50 percent. Examination of this list in comparison with those identified by Palmatier and Austin (1974) and Palmatier and Rood (1975) as producing the greatest number of dissertations in reading, and with University Microfilms (1974-1975) figures for the discipline of education generally provide some interesting results. Palmatier and Austin (1974) identified 14 institutions producing at least six dissertations for 1973, led by the University of Georgia with 12 (ranked 10.5 in the current study for 1960-1976). Palmatier and Rood (1975), examining data for dissertations completed in 1974 listed 18 institutions producing six or more led by the University of Southern California with 15 (ranked 5.5 in the current study) and the University of Pittsburgh (ranked 7 in the current study). The University Microfilms data on dissertations announced in the Education sections of DAI for 1975-1975 indicated the University of Southern California ranked first quantitatively with 176 (ranked 5.5 in the current study), followed by Indiana University (ranked 3.6 here) University of Pittsburgh (7) Ohio State (24.5), Columbia University Teachers College (10.5), Michigan State (42), Florida State (2) and Temple

University (8.5). While there appears to be a core of universities producing a large porportion of the doctoral dissertations in education generally, secondary reading dissertations do not follow the volume pattern consistently reflecting specific emphases in doctoral programs in education among the universities.

In spite of frequent exhortations in the literature, data examined in this study provided no indication that dissertations are becoming shorter.

Emphasis on the cognitive domain and heavy reliance on standardized and nonstandardied achievement tests and standardized aptitude tests are compatible findings. The importance of developing and refining these types of measure is underscored by their frequency of use. The heavy reliance on standardized tests is also consistent with data reported by Palmatier and Austin (1974) and Palmatier and Rood (1975) for reading and by Wick and Dirkes (1973) for education generally.

The categories for type of research which were employed in this study were somewhat narrower than those used in studies reviewed, but are consistent with previous studies in indicating quasi-experimental, correlational, experimental and survey research as the most frequently designated types, although not always in the same rank order, and a chronolgical trend toward porportionately more experimental studies, as well as to greater diversity with

content analyses and philosophical studies perhaps reflecting the frequent calls in the literature for broadening the research acceptable for a dissertation.

A variety of data analysis techniques were reported in the abstracts examined and it is unfortunate that some 24 percent of the authors neglected to specify their analyses. It is encouraging that the more recent abstracts were more specific concerning procedures followed. Simple correlations, descriptive statistics and analysis of variance appeared to be the most frequently used techniques, generally consistent with results of similar studies (Palmatier & Austin, 1974; Palmatier & Rood, 1975; Novak, 1975; Wick & Dirkes, 1973). The trend noted towards increased use of analyses of variance techniques was consistent with findings for science dissertations reported by McDonald (1974).

Results of the content analyses of this study are consistent with the view of secondary reading as an emerging field, particularly when the increase in the number of dissertations reported and the trends apparent when relationships of other variables with year of completion are considered.

An interesting finding was that no relationship could be identified between degree granted and any of the other variables with the exception of year of completion and content classification. The relationships noted between

degree and content classification were also somewhat surprising, and not consistent with the view of the Ph.D. as a research degree and the Ed.D. as a practitioners degree.

The utility of computer generated Key Word in Context indexes, based on semantic content of the titles, was confirmed by the present investigation and dissertation titles, informative and 'rich' in keywords are particularly suitable for this type of indexing. The edited KWIC index, allowing an average of nearly six points of access to each dissertation, appears to be a practical and useful tool for enhancing the accessibility of the dissertation research in secondary reading. The depth of indexing possible through use of semantically acceptable title terms is good in comparison with general guidelines which suggest four to eight indexable terms per title as being optimal. While the classification scheme, based on an analysis of actual subject content in the abstract, provides search capability on a broad approach, the KWIC index, based on indexing through specific terms or descriptors, allows for a more specific approach to searching which complements the classificatory approach inherent in subject indexing.

Research revealed suggested that potentially useful sources are often ignored by the information user in favour of materials to which he has more immediate access. The annotated bibliography, KWIC and author indexes produced for this study, accompanied by the content analysis of

demographic and content variables of the collection are attempts to make the dissertation literature on secondary reading better known and more readily available, as well as adding to understanding of the nature of the thesis research completed in the field.

I had prepared a dedication to this dissertation but I left it out ... 'Dedicated to [name of dean] without whose understanding, encouragement and criticism this dissertation would probably have been completed five years ago'. (student quoted in Carmichael, 1961, p.50)

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In our field a good review is the intellectual equivalent of original research ... the best minds are needed to integrate the staggering number of individual studies. This endeavor deserves higher priority now than adding a new experiment or survey to the pile. (Glass, 1976, p.4)

FOR THE FUTURE

Results derived from dissertation research can add to our knowledge of secondary reading, modify and improve old theories and practices, and give directions for new research. The creation of new knowledge is inevitably slow but access to existing information is the fundamental cornerstone in the process. Therefore, our major recommendation for the future is that the dissertation collection begun here not be allowed to lapse. The annotated bibliography, with the KWIC and author indexes, should be updated annually and made available in the open literature of the field through publication of an Annual Review and Content Analysis of Secondary Reading Dissertation Research by the International Reading Association.

1. Research should now be undertaken to consider the extent to which dissertation research in secondary reading is reported in the open literature of the field including the annual summary of reading research published in the

Reading Research Quarterly, and to examine its impact on literature focused on the practitioner through journals, monographs, reports and professional textbooks.

2. Additional methods of increasing access to the secondary dissertation literature should be studied and alternatives considered such as providing an announcement vehicle in the form of a section in one of the professional journals where authors or departments could submit author, title, advisor, institution and date information immediately following the final oral examination so that others could maintain an awareness of current dissertation research.

3. Abstracts submitted to DAI should be improved and standardized with more stringent guidelines perhaps provided by University Microfilms, and dissertation authors made more aware of the potential use of these abstracts. Additionally, DAI could include information regarding the specific department under which each dissertation was completed. This information would aid in identifying departments outside of reading, such as educational psychology, or English education, where current research in secondary reading is taking place. Although it may not be possible to influence DAI abstracts in general, the IRA could have an impact on quality of abstracts by publishing suggested guidelines for submission of abstracts in reading.

4. Further content analyses of dissertations, particularly in terms of content variables such as research

design and methodology, should be undertaken to identify trends of interest to those supervising and teaching doctoral students. This information would be of particular interest to instructors in research design and statistics in determining the adequacy of preparation of doctoral candidates in terms of methodological skills.

5. Research should be instituted to generate identification and synthesis of substantive conclusions which emanate from dissertations themselves and relate such conclusions to the current state of art in the field. A continuing organized bibliography could be invaluable in such synthesis by identifying and organizing dissertations related to various subjects in secondary reading.

6. Citation analyses techniques could be applied to the referencing in dissertations to indicate the extent to which various types of literature are utilized in such research, the interrelatedness of literature sources and the degree to which students make use of the literature available on their topic at the time the dissertation is written.

7. In view of the failure of this study to indicate any notable differences between the Ed.D. and the Ph.D. degrees, and the contention noted in the literature review that the status of the Ed.D. has never been satisfactorily determined, a broad in depth study of the two degrees is indicated.

Special thanks to Professor Queezy, without whose help this thesis would not have been nearly so turgid. (Gilman, 1974, p.311)

REFERENCES

Gilman, David Alan. The dissertation as a terminal exercise in scholarly activity. Contemporary Education, 1974, 45, 309-312.

Glass, Gene V. Primary, secondary and meta-analysis of research. Presidential address to the annual meeting of the American Educational Research Association, San Francisco, April 21, 1976.

REFERENCES

Boyer, Calvin J. The Ph.D. dissertation: An analysis of the doctoral dissertation as an information source. Doctoral dissertation, University of Texas at Austin, 1972. (ERIC Document Reproduction Service No. ED 165 157)

Lofthouse, Yvonne M. On conceiving and producing a graduate thesis. Phi Delta Kappan, 1967, 49, 168.

The Ph.D. is the capstone to a formal academic training process which begins with the doctoral recipients entrance into elementary school or into kindergarten. For many doctoral recipients, the process consumes more than twenty years. (Boyer, 1972, p.9)

EPILOGUE

An obstetrician I know became quite upset recently when a psychologist remarked at a cocktail party that all men secretly long to bear a child...His theory was that all man's creative acts -- his arts and crafts, his building, his organizations and his businesses, and his inventions -- all of his innovations are simply evidence of his desire to make something new and uniquely his own because he cannot produce another human being, which is the ultimate act of creation.

Whether or not you endorse this point of view you must admit that the act of creating a thesis or dissertation parallels in many ways the act of creating a child. First an idea must be successfully conceived, perhaps after one or more defective ideas have been aborted. During the period when the idea is growing within the creator, unusual behaviour may be manifested. The future parent of the unborn thesis often develops strange eating and sleeping habits. An overwhelming urge to eat pickles and ice cream or consume gallons of orange juice may arise during the wee small hours when one is struggling with some obstinate data and the rest of the household is asleep.

Even the posture takes on characteristics of pregnancy. Complaints about 'the load one is carrying' are common. Heavy armloads of books and journals, transported to and from the library,

result in drooping shoulders, swaying backs and protruding abdomens. During the normal nine months' gestation period of the thesis, the doctor (advisor) sees the patient (student) regularly and checks on the progress of the growing idea. He makes suggestions as to how to avoid a difficult birth. ('get some help with your statistics' 'Be sure Professor Blank knows what you're doing. He's hard to please.'). Turabian, the Doctor Spock manual for future parents of theses, is kept close at hand.

When the labor pains accompanying the final writing begin, all the doctors of the student's committee gather around to help, or hinder, the act of giving birth to the thesis. The delivery date has been established and should the student not be ready on time, the doctors are not above inducing the birth with various means at their disposal in order that the appointment be met.

The brain-child comes into the world at last. It is new. It is unique. If it is also beautiful and perfect all the doctors are happy and claim it as their god-child and sign the birth certificate gladly. The graduate school then accepts the child and it joins the family of other theses on the shelves of the library.

The after-birth, of course, is the writing of the abstract and the publication of the findings. These are a less painful but necessary part of the whole process.

Subsequent brain-children are supposed to be easier to conceive and produce. Unfortunately, the trauma of giving birth to a thesis is often so overwhelming that this one idea is all that is ever nurtured and brought to full term.

(Lofthouse, 1967, p.168)

LIST OF APPENDICES

Coded Raw Data for Content Analysis

Institutions with Number of Dissertations Produced

Use of the Annotated Bibliography

Annotated Bibliography

Keyword in Context Index

Author Index

Coded Raw Data for Content Analysis Variables

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7003	7064ef1621311	122150
7004	7064pm1564204	111327
7005	7064em1301503	502111
7006	7067em3974411	272422
7007	7067pm1184302040814	031112
7008	7069pm130430213	1250432122
7009	7072pm1491311	242550
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7101	7160e 17343020413	1113
7102	7161pm1024211	500112232226
7103	7164pm3434211	11232627
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7106	7165pm1014211	112327132150
7107	7165pf2271411	2329
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7117	7169pm077410702	1127
7118	7170pm1394411	11232629
7119	7170pf1221107	114344
7120	7170em0921106	1150
7121	7170ef1014106	1112212627
7122	7171pm1981106	1121
7123	7171ef2054211	111322
7124	7171ef206120709	5001
7125	7171pf2894110	11122322
7126	7172em106420706	1113215026
7127	7172pm1151211	11
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7143	7175pf13312020608	1121
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7310	7373ef0944501	010224
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8002	8070ef104120207	11124550
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8201	8261em3254211	11132126
8202	8263pm2534211	01112250
8203	8263pm068120111	010203
8204	8271em0954107	111223
8205	8272pm1814311	010244
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N.B. The annotations and the data from the coding scheme can be combined to develop a punched card retrieval system for the dissertation collection (allow a minimum of 60 holes).

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Kent State University (2)
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 Northwestern University (1)
 The Ohio State University (7)
 The University of Oklahoma (7)
 Oklahoma State University (6)
 University of Oregon (13)
 Oregon State University (1)
 University of Pennsylvania (1)
 The Pennsylvania State University (5)
 University of Pittsburgh (16)
 Purdue University (3)
 Rutgers, The State University of New Jersey (9)
 St. John's University (1)
 Saint Louis University (4)
 University of South Carolina (8)
 University of South Florida (1)
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 University of Southern Mississippi (2)
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 State University of Iowa (1)
 State University of New York at Buffalo (7)
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West Virginia University (3)
Western Michigan University (1)
The University of Wisconsin--Madison (10)
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USE OF THE ANNOTATED BIBLIOGRAPHY

Each dissertation abstract was assigned a four digit identification number which provides access to the annotated bibliography.

The first digit indicates the major content category to which the document was assigned, for example, 0 for Correlates of Reading Achievement, 5 for Reading Skills, 7 for Reading Problems. The second digit indicates the subcategory assignment with, for example, 51 indicating Reading Skills: general, or 63 Reading in the Content Areas: social studies.

The third and fourth digits indicate chronological position within subcategories with the earliest document assigned 01 and others numbered consecutively. Thus, the identification number 5313 would indicate the thirteenth document indexed in the major category Reading Skills(5): comprehension(3).

The system of identification numbers is not consecutive among categories or subcategories, that is, if the last number in a subcategory is 5354, the first number in the next subcategory will not be 5355 or even necessarily 5401. The numbering system has been designed to facilitate updating of the index, and provision has been made for, at a minimum, the tripling in quantity of each subcategory. Consequently, when the 1976-1977 entires are added, they will fit logically into the classification scheme.

A Table of Contents is provided to facilitate entry to the bibliography through the content classifications.

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0. CORRELATES OF READING ACHIEVEMENT

0.0 GENERAL

.....0001

HOWINGTON, ESTELLE UNDERWOOD. THE RELATION OF STUDENT WITHDRAWAL FROM HIGH SCHOOL TO READING AND OTHER SELECTED FACTORS. ED.D. UNIVERSITY OF GEORGIA, 1966, ORDER NO. 67-3556, 208 PAGES.

Correlates school withdrawal to reading, intelligence, age, school progress and home background using questionnaire data on grade 11 DeKalb County, Georgia students, 1963-65. Concludes (1) students remaining in school had higher reading achievement and IQ's and were younger for grade placement than dropouts (2) drop-outs and stay-ins differed significantly in expressed difficulty of reading material, reported possession and use of library cards and feelings about reading achievement but not in expressions of interest in reading or reported amount of recreational reading, and (3) significant differences appeared in GPA, courses failed, number of retentions and occupation of household head.

(Standardized reading tests; questionnaire)

.....0002

MALLARD, JOSEPH RAFTER. THE RELATIONSHIP OF READING ABILITY TO RANK IN HIGH SCHOOL CLASS. PH.D. UNIVERSITY OF CONNECTICUT, 1967, ORDER NO. 68-1374, 126 PAGES.

Analyzes data concerning reading ability, class rank, sex, school size and expenditure/pupil for 761 graduates of four high schools finding a significant relationship between reading ability measured at the beginning of high school and class rank at graduation for all factors.

(Standardized reading tests)

.....0003

SMITH, RICHARD LEE. A FACTOR ANALYTIC STUDY OF CRITICAL READING/THINKING, INFLUENCEABILITY, AND RELATED FACTORS. ED.D. UNIVERSITY OF MAINE, 1971, ORDER NO. 72-15,652, 137 PAGES.

Employs factor analysis on data obtained from a grade 12 class (M=123, F=108) and concludes that critical reading/thinking (1) is not related to influenceability (2) is more strongly related to personality for males (3) is more closely related to intelligence, reading aptitude and achievement for females, and (4) displays greater factor homogeneity among females.

Influenceability did not appear to be significantly related to personality factors, intelligence, reading aptitude or achievement.

(Standardized IQ, achievement & personality measures; GPA)

.....0004

SPELLMAN, CHARLES RICHARD. SHORT TERM MEMORY PROCESSING OF READING DISABLED AND NORMAL CHILDREN. ED.D. UNIVERSITY OF KANSAS, 1972, ORDER NO. 73-11,837, 86 PAGES.

Compares 30 reading disabled and 30 normal male subjects randomly selected from grades 3, 5, and 7 on recall accuracy, acquisition strategy and retrieval strategy for a serial learning task. Finds no significant differences by grade, by disabled-normal or by grade disabled normal.

(Measures of recall accuracy, acquisition strategy and retrieval strategy)

.....0005

RAETSCH, BARBARA MORRIS. THE RELATIONSHIP OF SHORT-TERM MEMORY ABILITY OF NORMAL AND EMR SUBJECTS TO THE READING PROCESS. ED.D. UNIVERSITY OF GEORGIA, 1973, ORDER NO. 75-4867, 206 PAGES.

Evaluates short term memory performance on paradigmatic and syntagmatic type word association language patterns using 15 EMR's, 15 normals matched on MA and 15 normals matched on CA in each of two treatment groups which varied in type of language pattern presented. Analyses of variance indicated that more than language pattern organization must be imposed on EMR children to facilitate short term memory performance and that children's specific verbal language patterns cannot be transferred to retention of print materials.

(IQ data; criterion measure of recall)

.....0006

LASH, NEIL A. EFFECTS OF VERBAL MODALITY ON PRINCIPLE LEARNING FOR VOCATIONAL STUDENTS WITH DIFFERENT LEVELS OF READING ABILITY. ED.D. UNIVERSITY OF MISSOURI- COLUMBIA, 1973, ORDER NO. 74-9957, 174 PAGES.

Used a 2 x 2 randomized factorial design to determine the effect of visual and aural formats on learning time and performance for male trades and electricity students in grades 10, 11 and 12, blocking on reading ability. Analyses of variance indicated (1) high ability readers performed significantly better than low ability (2) no consistent effect due to verbal objectives, and (3) no interaction or correlation between reading ability and verbal format.

(Standardized reading test)

.....0007

SKONEY, SOPHIE ESSA. A REPORT AND AN ANALYSIS OF SELECTED VARIABLES ON THE RESULTS OF READING ACHIEVEMENT TEST SCORES OF STATE AID CHAPTER 3 STUDENTS OF REGION 6 FROM 1971-1974. ED.D. WAYNE STATE UNIVERSITY, 1975. ORDER NO. 75-25,303, 309 PAGES.

Uses surveys, questionnaires, interviews and visitations to examine the effect of selected variables on reading and mathematics achievement in Region 6 of the Detroit Public Schools. Data involving a target population of 6600 students indicated a number of effective factors including (1) funding (2) diagnosis of problems (3) attitude of administrators (4) class size (5) teacher experience, and (6) supportive services. (Surveys, questionnaires, interviews)

.....0101

SEITZ, ROBERT JR. AN EXAMINATION OF VISUAL PERCEPTUAL PERFORMANCE BY RETARDATEES AND NORMALS ON EMBEDDED FIGURES AND STRUCTURAL ANALYSIS IN READING. ED.D. INDIANA UNIVERSITY, 1964. ORDER NO. 65-2393, 172 PAGES.

Analyzes performance of 24 EMR and 24 normal adolescents on an Embedded Figures Test and a Structural Analysis Test with achievement of normals superior for both measures. Generally, insignificant correlations were found between the tests for the retardates, indicating that visual perception may not be a unitary factor.

(Embedded Figures Test ; Structural Analysis Test)

0.1 LINGUISTIC

.....0102

HODGES, RICHARD EDWIN. AN ANALYSIS OF THE PHONOLOGICAL STRUCTURE OF AMERICAN-ENGLISH ORTHOGRAPHY. ED.D. STANFORD UNIVERSITY, 1964. ORDER NO. 65-2860, 645 PAGES.

Offers statistical evidence to support the assumption that the American English orthography is substantially a surrogate of spoken language to the extent that increasing restrictions are placed upon phoneme-grapheme correspondences when analyzed in terms of phonological structure underlying the orthography. Uses a population of 15,284 words of the Thorndike-Lorge Teachers' Word Book of 30,000 Words and 2,026 words from the Miriam New Collegiate Dictionary. (Computer program)

.....0103

JURGENS, JEANNE MARIE. PERCEPTION OF LEXICAL AND STRUCTURAL AMBIGUITY BY JUNIOR AND SENIOR HIGH SCHOOL STUDENTS. PH.D. GEORGE PEABODY COLLEGE FOR TEACHERS, 1971. ORDER NO. 72-3836, 108 PAGES.

Used 30 subjects in each of grades 7,9, and 11 investigating (1) their ability to recognize ambiguity in sentences at the lexical, surface structural and underlying structural levels (2) relative difficulty of perceiving difficulty at each of these levels, and (3) relationships between ability to recognize ambiguity and other language related abilities. Results included (1) students in grade 7 required longest perception times (2) perception time and correct response were unrelated (3) IQ was the best predictor of perception time while quality of composition best predicted correct responses scored, and (4) the order of difficulty for sentence types was: lexical ambiguity, no ambiguity, underlying ambiguity, surface ambiguity. (Individually administered sentence-interpretation test)

.....0104

MENOSKY, DOROTHY MAE. A PSYCHOLINGUISTIC ANALYSIS OF ORAL READING MISCUES GENERATED DURING THE READING OF VARYING PORTIONS OF TEXT BY SELECTED READERS FROM GRADES TWO, FOUR, SIX AND EIGHT: A DESCRIPTIVE STUDY. ED.D. WAYNE STATE UNIVERSITY, 1971. ORDER NO. 72-14,600, 218 PAGES.

Examines oral reading miscues of three average readers from each of grades 2, 4, 6 and 8, and three high and three low readers from grade 4 with special attention to categories of syntactic acceptability, semantic acceptability and correction; their interrelationships and their relationships to comprehension. Concludes that a relationship exists between use of context in reading varying portions of text, and types of methods and materials for testing.

(Goodman Taxonomy of Reading Miscues)

.....0105

CHEEK, MARTHA DIANE COLLINS. RELATIONSHIP OF ORAL READING, SPELLING AND KNOWLEDGE OF GRAPHIC OPTIONS. PH.D. THE FLORIDA STATE UNIVERSITY, 1972. ORDER NO. 72-31,387, 162 PAGES.

Uses data from 139 grade 6 and 119 grade 8 students in regular classrooms in two northern Florida middle schools and concludes: (1) knowledge of graphic options is developmental through fifth grade, declining at sixth and showing an insignificant increase from fifth to eighth (2) positive relationships exist between sixth and eighth graders graphic options knowledge, oral reading and spelling (3) white students showed greater graphic option knowledge than blacks, and (4) black students showed higher correlations between graphic option knowledge

and oral reading and spelling achievement.

(Gilmore Oral Reading Test, Form C; New Iowa Spelling Scale ; Graphemic Options Tests, Parts I and II)

.....0106

SIEDOW, MARY DUNN. RELATIONSHIPS BETWEEN SYNTACTIC MATURITY IN ORAL AND WRITTEN LANGUAGE PRODUCTION AND READING COMPREHENSION OF MATERIALS OF VARYING SYNTACTIC COMPLEXITY. ED.D. INDIANA UNIVERSITY, 1973. ORDER NO. 74-2706, 231 PAGES.

Examines relationships between syntactic maturity in oral and written language production and in reading comprehension using 90 students in each of grades 4, 8, and 12. Correlational and regression analyses revealed no developmental variations in correlations between syntactic maturity in oral or written language and no differences in relationships by sex. (Cloze tests; measures of syntactic maturity)

.....0107

YOUNG, SHERRY LYNN SMITH. THE RELATIONSHIP OF READING AND LINGUISTICS: A CRITICAL ESSAY AND ANNOTATED BIBLIOGRAPHY. PH.D. OHIO UNIVERSITY, 1973. ORDER NO. 74-13,151, 149 PAGES.

Presents an annotated bibliography of literature concerning relationships between reading and linguistics, summarizes trends, synthesizes implications and attempts to provide an historical perspective for the reading specialist.

.....0108

FISHER, KENNETH DAVID. AN INVESTIGATION TO DETERMINE IF SELECTED EXERCISES IN SENTENCE-COMBINING CAN IMPROVE READING AND WRITING. ED.D. INDIANA UNIVERSITY, 1973. ORDER NO. 74-2586, 160 PAGES.

Investigates the effects of exercises in sentence combining and embedding developed from transformational generative grammar on syntactic maturity and reading comprehension for selected fifth, seventh and ninth grade students. Experimental groups exposed to the treatment scored significantly higher on writing and reading output as indicated by analyses of covariance and correlation matrices.

(Syntactic maturity by T-unit length, clause length and clauses per T-unit; standardized reading tests: Cloze tests)

.....0109

HAYDEN, JOHN BLAIR. PSYCHOLINGUISTIC ANALYSIS OF ORAL READING OF THREE SELECTED GROUPS OF SEVENTH GRADE STUDENTS. ED.D. UNIVERSITY OF SOUTHERN CALIFORNIA, 1974. ORDER NO. 74-11,688, 148 PAGES.

Compares numbers and types of oral reading miscues of deficient, average and proficient readers in grade 7 using analysis of variance and Tukey's HASD test and finds significant differences only in (1) pattern of comprehension total miscues, and (2) total miscues when miscues did not involve insertion or omission.

(Comprehensive Tests of Basic Skills ; The Reading Miscue Inventory)

.....0110

KUNTZ, MILDRED H. THE RELATIONSHIP BETWEEN WRITTEN SYNTACTIC ATTAINMENT AND READING ABILITY IN THE SEVENTH GRADE. PH.D. UNIVERSITY OF PITTSBURGH, 1975. ORDER NO. 75-22,449, 234 PAGES.

Correlates syntactic attainment (completeness, pattern transformation and precision transformation for sentence constructions) with reading ability for 96 grade 7 suburban Pennsylvania students. Finds a significant relationship between total syntactic attainments and total reading achievement (.68 in School I and .80 for School II) and recommends that the function of syntax in reading be given more emphasis.

(Gates-MacGinitie Reading Tests: Survey E: Sentence Construction Test level E, Falk School Research Office, University of Pittsburgh)

.....0111

BLOSS, ROSANNE JOHNSON. REVIEW, ANALYSIS AND SYNTHESIS OF THEORIES AND RESEARCH BASE PROVIDED BY TRANSFORMATIONAL-GENERATIVE GRAMMAR AND COGNITION WITH IMPLICATIONS FOR A UNIFIED THEORY AND PARTIAL MODEL OF THE READING PROCESS. ED.D. UNIVERSITY OF TENNESSEE, 1975. ORDER NO. 75-26,700, 173 PAGES.

Suggests the gap between transformational-generative and cognitive theory has been lessened by recent development of semantic theory and the incorporation of Vygotsky's ideas with those of Piaget. Synthesizes the information base and presents a theory and partial model of language acquisition based on principles of Piaget/Vygotsky which is then related to the reading process, postulating that external reading behaviours are acquired through assimilation, accommodation and equilibrium.

.....0112

FERRY, CLIFFORD LLOYD. DISCOURSE COHERENCE AND READABILITY: A STUDY OF THE EFFECTS OF COHERENCE MARKER DENSITY ON READING COMPREHENSION. PH.D. UNIVERSITY OF OREGON, 1975. ORDER NO. 76-5163, 127 PAGES.

Employs Cloze tests with 261 tenth grade students stratified by reading ability to examine the effect of Coherence Marker (signalling various relationships between sentences) Density on reading comprehension. Analysis of variance indicated a significant effect for reading ability but not for Coherence Marker Density.
(Cloze tests)

.....0113

BRENNAN, ELIZABETH. THE RELATIONSHIP BETWEEN LINGUISTIC AWARENESS AND READING COMPREHENSION AMONG FOURTH-, SIXTH-, AND EIGHTH-GRADERS. PH.D. UNIVERSITY OF COLORADO, 1975. ORDER NO. 76-3888, 157 PAGES.

Examines results of linguistic tests designed to assess abilities to use the cue systems of word order, inflectional endings and function words, and of Cloze tests for reading comprehension. Correlational analyses of data for 153 fourth, 174 sixth and 132 eighth graders suggest that an awareness of word order, function words and inflectional endings is fundamental to the process of comprehension as measured by both Cloze and standardized reading tests across a wide range of reading abilities.

(Surface Structure Utilization Test; Word Usage Recovery Test; Cloze test; Metropolitan Achievement Test: Reading, Form F (1970)).

.....0114

FLORIANI, BERNARD PAUL. A PSYCHOLINGUISTIC ANALYSIS OF STRUCTURE WORD PERFORMANCE AND CLOZE ERRORS IN SENTENCES OF VARIED SYNTACTIC COMPLEXITY. ED.D. MEMPHIS STATE UNIVERSITY, 1975. ORDER NO. 76-5043, 81 PAGES.

Employs discriminant function analyses, analyses of variance and the Duncan Multiple Range Test to examine performance of students identified as good or poor readers at grade 8, 10 and 12. Reports (1) noun, verb and phrase marker Cloze tests consistently discriminated good readers from poor readers at each grade level, and (2) when syntactic complexity was considered, errors classified as totally acceptable and errors which involved the insertion of the correct structure word category decreased as acceptability increased.
(Standardized Reading Test; Cloze Tests)

0.2 PERCEPTUAL AND PHYSIOLOGICAL

.....0201

DAVIS, FRANK REYNOLDS JR. SPEED OF READING AND RATE OF RECOVERY IN CERTAIN PHYSIOLOGICAL SUBSYSTEMS. PH.D. UNIVERSITY OF CALIFORNIA, BERKELEY, 1963. ORDER NO. 64-5212, 148 PAGES.

Correlates speed of reading with physiological variables for 70 subjects from the California Adolescent Growth Study pool, Institute of Human Development, University of California, Berkeley and finds (1) rapid reading associated with non-efficient oxygen transport following exercise, early physical maturation, accelerated rate of physical development and low CA for grade placement (2) slow reading associated with efficient oxygen transport following exercise, delayed rate of physiological maturation and physical development, and high CA for grade placement, and (3) no general domain of physiological efficiency.

(Eye-movement camera; measures of physiological functions and psychophysical responses)

.....0202

SPENCER, GARY DALE. THE RELATIONSHIP OF READING TO AUDITORY DISCRIMINATION OF DIFFERENCES IN RHYTHM, PITCH AND TONAL SEQUENCE. ED.D. ARIZONA STATE UNIVERSITY, 1964. ORDER NO. 64-12,827, 97 PAGES.

Examines data on auditory discrimination and reading ability at the third, fifth and eighth grades from Phoenix schools selected as socioeconomic extremes. Correlations between reading achievement and the rhythm, pitch and tonal sequence tests were insignificant as were differences by school for reading achievement.

.....0203

COHEN, S. ALAN. A STUDY OF THE RELATIONSHIPS AMONG MEASUREMENTS OF READING, INTELLIGENCE AND VISION DEVELOPMENT, USING A DYNAMIC THEORY OF VISION, IN SOCIALLY DISADVANTAGED JUNIOR HIGH SCHOOL CHILDREN. ED.D. BOSTON UNIVERSITY SCHOOL OF EDUCATION, 1965. ORDER NO. 66-200, 250 PAGES.

Presents data on development and validation of a Developmental Vision Survey (DVS) and reports correlations for 352 underachieving seventh and eighth graders controlled for age, grade, SES and intelligence. Concludes vision development is not related to reading for the population and that developmental vision affects achievement indirectly by affecting intelligence.
(Investigator Developmental Vision Survey; SRA Tests of Primary Mental Abilities; reading subtests Iowa Tests of Basic Skills)

.....0204

BROWN, DON ARLEN. THE EFFECT OF SELECTED PURPOSES ON THE OCULO-MOTOR BEHAVIOUR AND COMPREHENSION OF THIRD AND SEVENTH GRADE STUDENTS OF FIFTH GRADE READING ABILITY. ED.D. UNIVERSITY OF OREGON, 1964. ORDER NO. 65-2458, 133 PAGES.

Evaluates performance in comprehension, reading rate and relative reading efficiency using analyses of variance and covariance for advanced third grade and retarded seventh grade readers instructed to (a) read in the usual manner (b) read to understand the main idea or (c) read for detailed information. Concludes (1) third graders had lower comprehension but higher rate and oculo-motor efficiency (2) retarded readers performed best when "reading in their usual manner" (3) retarded readers displayed more oculo-motor anomalies, and (4) "read for the main idea" produced highest comprehension for both groups, while "read in the usual manner" produced lowest comprehension.

(Gates Reading Survey ; Wechsler Intelligence Scale for Children ; eye-movement photography)

.....0205

SKIFFINGTON, JAMES STEPHEN. THE EFFECT OF AUDING TRAINING ON THE READING ACHIEVEMENT OF AVERAGE EIGHTH GRADE PUPILS. PH.D. THE UNIVERSITY OF CONNECTICUT, 1965. ORDER NO. 66-892, 183 PAGES.

Compares control and experimental groups of average grade 8 students following a nine week period during which the experimental group received 26 pretaped auding training exercises. Results indicated the experimental students made significant gains over the controls for auding achievement, reading achievement, paragraph comprehension, and ability to alphabetize but not for rate, rate-comprehension, directed reading, word meaning, sentence meaning or index use. (Standardized tests of reading achievement, auding achievement and intelligence)

.....0206

SILLER, HARRY. THE RELATIONSHIP OF AUDITORY-VISUAL INTEGRATION TO READING DISABILITY IN ADOLESCENTS. PH.D. NEW YORK UNIVERSITY, 1968. ORDER NO. 69-11,770, 80 PAGES.

Uses data from the Auditory Visual Integration test (AVI) administered to 222 seventh and 179 eighth grade students to (1) conclude a significant relationship highly influenced by intelligence between auditory-visual integration and reading and (2) identify the 60 highest and 60 lowest scoring students for further study. These 120 students received either practice in auditory-visual integration tasks, equal time for unrelated tasks or practice in an unimodal task before readministration of the AVI. The "low" audio-visual integration group improved considerably.

(Auditory Visual Integration Test, a 20 item method of equivalence test similar to that of Birch and Belmont ; Otis Intelligence Test ; Nelson Silent Reading Test ; a test of audition and one of vision adapted from the AVI)

.....0207

GIOVINO, ROSEMARIE. THE PERCEPTUAL PATTERNS OF NORMAL AND RETARDED READERS IN GRADES FOUR AND EIGHT. ED.D. BOSTON UNIVERSITY SCHOOL OF EDUCATION, 1970. ORDER NO. 70,22-488, 292 PAGES.

Analyzes data from a battery of tests administered to 25 normal and 25 retarded readers in each of grades 4 and 8, concluding from analyses of covariance, multiple regression, correlation and Multiple Group Discriminant Analysis that at the fourth grade, poor readers are less capable than good readers in more areas of visual than auditory functioning while the reverse is true at grade 8, and that specific visual and auditory abilities are related to word analysis skills.

(Otis-Lennon Mental Ability Test ; Stanford Diagnostic Reading Tests, Level II; battery of auditory, visual and word analysis tests)

.....0208

ELLIOTT, WANDA. THE EFFECT OF AUDITORY INSTRUCTION IN RELATIONSHIP TO READING ABILITY AND SEX DIFFERENCES. ED.D. UNIVERSITY OF CALIFORNIA, LOS ANGELES, 1973. ORDER NO. 74-11,518, 138 PAGES.

Compares the effects of aural and visual modalities of instruction and testing using 128 eighth grade, middle class Caucasian students of average intelligence, 64 identified as "good" readers, 64 as "poor". Finds, following a four day treatment period (two for each modality) that (1) for boys who were "poor" readers and for all boys combined, auditory instruction was superior (2) girls performed better than boys with visual instruction, and (3) performance with aural mode of testing was superior for all students.

(Kuhlmann-Anderson Intelligence Test ; Comprehensive Tests of Basic Skills ; Terman-Miles Scale of Masculinity/Femininity ; equivalent form criterion tests with auditory and visual tests identical)

.....0209

FRANCIS, LESLIE J. THE RELATIONSHIP OF EYE ANOMALIES AND READING ABILITY AND AN ANALYSIS OF VISION-SCREENING PROGRAMS. ED.D. UNIVERSITY OF NORTHERN COLORADO, 1973. ORDER NO. 74-1613, 439 PAGES.

Presents and analyzes research findings on vision screening and the relation of vision to reading using 22 screening programs and 84 research studies. Concludes that (1) neither the commercial vision screening programs nor teacher observation adequately provided vision screening in the public schools (2) myopia is related to reading success (3) correction of visual problems tends to result in improved reading achievement, and (4) hyperopia, astigmatism, exophoria and aniseikonia seem to be related to reading disabilities. The research considered was found, for the most part, to be dated and/or limited in design and procedures.

(Vision screening)

.....0210

SCHOENFELDT, BARBARA BARLIANT. THE PERCEPTUAL-MOTOR SURVEY AS A READING CLINIC DIAGNOSTIC TOOL. PH.D. UNIVERSITY OF GEORGIA, 1973. ORDER NO. 74-31,960, 196 PAGES.

Examines performance of University of Georgia Reading Clinic clients selected by grade, age and intelligence on the Purdue Perceptual Motor Survey and concludes, following correlational analysis, that while useful for some children indicating perceptual-motor problems, this measure was not appropriate for diagnosis of all clients.

(Purdue Perceptual-Motor Survey ; 9hallingshead Two Factor Index of Social Position ; Wechsler Intelligence Scale for Children ; reading efficiency score obtained by dividing functional reading expectancy)

.....0211

LEMON, LESTER HARRY. THE EFFECTS OF SELF-SELECTED LEVEL OF ILLUMINATION ON READING SPEED AND COMPREHENSION OF VISUALLY IMPAIRED AND NORMALLY SIGHTED CHILDREN. ED.D. COLUMBIA UNIVERSITY, 1974. ORDER NO. 74-23,525, 173 PAGES.

Employs matched groups of 20 visually impaired and visually normal seventh and eighth grade students in New York to look at the effects of self-selected and standard lighting conditions on reading skills. Analyses of variance indicated that normally sighted performed significantly better and that self-selected lighting conditions resulted in better performance for all students for oral and silent/reading speed and comprehension.

(Gray Oral Reading Test)

.....0212

CIENTKUS, ROBERT CAJETAN. SELECTED VISUAL ABILITIES AS CORRELATES TO READING ACHIEVEMENT. PH.D. LOYOLA UNIVERSITY OF CHICAGO, 1974. ORDER NO. 74-22,419, 153 PAGES.

Presents (1) results of a vision screening test administered to 28,224 persons, (2) more detailed data on 1369 individuals who had failed one of the tests and returned their referral cards, and (3) data for 150 male and 150 female randomly selected students aged seven to seventeen indicating a positive relationship between 26 vision scores and the variables of age, sex IQ, vocabulary score and comprehension score.

(Vision screening; measures of IQ and reading ability)

.....0213

PACKARD, JOHN RICHARD HAMILTON. EYE FIXATIONS ON PRINT VS. LINE DRAWING STIMULUS MATERIALS AS INDIVIDUAL CHARACTERISTICS IN PAIRED ASSOCIATE LEARNING. ED.D. UNIVERSITY OF MASSACHUSETTS, 1975. ORDER NO. 76-5378, 201 PAGES.

Examines data on 45 tenth and eleventh grade Lowell, Massachusetts subjects, identified as Changers and Non-changers on the basis of consistency of subject eye fixation choices. Reports that line drawing visual stimulus materials were significantly more effective for paired associate learning than printed word materials for both Changers and Non-changers.

(Eye movement camera; personal data; Differential Aptitude Tests ; Six Educational Testing Services Aptitude Tests)

.....0214

HARRIS, MARILYNE IRENE. A STUDY OF EYE MOVEMENT PREFERENCES AS INDIVIDUAL DIFFERENCES IN LEARNING ON LINE DRAWINGS AND PRINTED WORD IN PAIRED ASSOCIATE LEARNING SEQUENCES. ED.D. UNIVERSITY OF MASSACHUSETTS, 1975. ORDER NO. 76-5341, 136 PAGES.

Examines data for 55 seventh and eighth grade Lowell, Massachusetts students from four paired-associate learning situations and reports (1) recall of learning will be facilitated more by line drawing than by printed word stimulus material (2) interaction of presentation mode preference (Eye Fixation Variables) and presentation mode condition was not significant, and (3) the addition of eye fixation variables to more conventional ability measures will facilitate the prediction of paired-associate efficiency of learning recall success, indicated by multiple regression analyses.

(Ability test;; eye movement camera; paired associate tasks)

.....0215

HAAS, FRANK ADOLPH. EYE MOVEMENT SEARCH PATTERNS IN THE INVESTIGATION OF INDIVIDUAL DIFFERENCES IN LEARNING FROM PAIRED ASSOCIATE LEARNING SEQUENCES. ED.D. UNIVERSITY OF MASSACHUSETTS, 1975. ORDER NO. 76-5339, 188 PAGES.

Examines eye movements of seventh-eighth and ninth-tenth grade groups of Lowell, Massachusetts students attempting to memorize paired-associates, printed words and line drawings. States that analysis of eye movement search patterns seems to hold promise in the quest for meaningful search idiosyncratic variables.

.....0216

GLATT, KENNETH M. THE EFFECTS OF SCHOOL GRADE LEVEL AND MATERIAL DIFFICULTY ON THE RELATION BETWEEN CHANNEL OF COMMUNICATION AND VERBAL LEARNING. PH.D. NEW YORK UNIVERSITY, 1975. ORDER NO. 76-12,578, 144 PAGES.

Manipulates three different communication channels and two levels of difficulty with 320 male and 330 female second, fourth, sixth and eighth grade subjects performing a paired-associates learning task. Analyses of variance indicated (1) the auditory-visual channel was significantly more effective than auditory or visual alone (2) the visual channel was superior to the auditory, and (3) no significant differences attributable to sex appeared.

(Criterion paired associates test)

.....0217

CRAWFORD, KATHRYN LAMB. A STUDY ON THE EFFECT OF INSTRUCTION IN THE SUPRA SEGMENTAL PHONEMES OF STRESS, PITCH AND JUNCTURE UPON LISTENING AND READING. PH.D. THE FLORIDA STATE UNIVERSITY, 1975. ORDER NO. 76-2632, 80 PAGES.

Reports that analysis of covariance indicated a significant difference in achievement in reading and listening between intact classes randomly assigned to instruction in the pure-segmental phonemes of stress, pitch and juncture, and students not receiving this instruction. Correlational analyses of data for the 238 seventh grade Florida students showed a positive relationship between listening and reading skills.

(RBH Test of Learning Ability; Gates-MacGinitie Reading Test, (Form E))

.....0218

BURNS, SANDRA MADER. AN INVESTIGATION OF THE RELATIONSHIP BETWEEN SEQUENTIAL MEMORY AND ORAL READING SKILLS IN NORMAL AND LEARNING DISABLED CHILDREN. PH.D. NORTHWESTERN UNIVERSITY, 1975. ORDER NO. 75-29,592, 172 PAGES.

Reports a significant difference between Reading Disabled and Normal children's (aged nine to eighteen) performances on sequential memory tasks which was not specific to any modality of input of task performance other than the modalities involved and that Alternating-Vocal and Visual-Vocal tasks were the best predictors of group membership. (Tasks employing Auditory, Visual and Alternating Stimulus Inputs with Vocal and Graphic Response Modes)

0.3 INTELLIGENCE/CREATIVITY

.....0301

GLIESSMAN, DAVID HENRY. ABSTRACTNESS AND INFORMAL ORGANIZATION OF READING MATERIAL: THEIR EFFECT ON READING PERFORMANCE AND RELATIONSHIP TO SELECTED INTELLECTUAL CHARACTERISTICS. PH.D. UNIVERSITY OF ILLINOIS, 1961. ORDER NO. 61-4297, 121 PAGES.

Explores ability to comprehend abstract reading material using 103 male and 84 female rural grade 11 students and finds (1) abstract content did not significantly affect comprehension and reduced reading rate only for girls (2) informal organization reduced comprehension but not reading rate (3) no difference in cognitive rigidity, intellectual ability, language ability and reading comprehension between subjects showing the greatest comprehension loss on informally organized materials and those showing no loss (4) cognitive rigidity positively related to comprehension with intelligence controlled, and (5) no significant relationship between reading comprehension and concreteness of thinking with intelligence controlled. (Similarities Test; the Sign Changes and Reversal Reading test)

.....0302

ROUGHTON, EDGAR LEROY. CREATIVITY AS A FACTOR IN READING ACHIEVEMENT. PH.D. UNIVERSITY OF SOUTH CAROLINA, 1963. ORDER NO. 64-4930, 219 PAGES.

Rejects the hypothesis that creativity is a factor in reading achievement of secondary students following a 3x3 factorial study using 232 eleventh grade English students with sample groups identified on the basis of three levels of creativity and intelligence.

(Nelson-Denny Reading Test, Form A; Watson-Glaser Critical Thinking Appraisal, Form AM; Cooperative Literary Comprehension

and Appreciation Test, Form 1; Test of Imagination, Form R-G; Otis Quick-Scoring Mental Ability Tests, Gamma Form)

.....0303

KHEIRALLA, SAYED MOHAMED HASSAN. THE RELATIONSHIP BETWEEN CREATIVITY AND INTELLIGENCE, ACHIEVEMENT, PHYSICAL GROWTH, CERTAIN PERSONALITY TRAITS AND CERTAIN READING HABITS IN ELEMENTARY AND SECONDARY SCHOOL CHILDREN. PH.D. UNIVERSITY OF MICHIGAN, 1963. ORDER NO. 64-839, 169 PAGES.

Assesses data for grade 4, 6, 8, 10, and 12 students at the University of Michigan School concluding that creativity is unrelated to age, usually accompanied by high intelligence, dependent upon achievement and facilitated by non-intellective factors together with a low degree of orderliness and discipline. All subjects showed creative abilities to some extent and highly creative children varied in combination and quality of intellectual and personal characteristics and behaviour patterns. Recreational reading was unrelated to creativity.

(Standardized intelligence, achievement and reading tests; investigator developed creative thinking test and checklist of reading habits)

.....0304

FISHCO, DANIEL T. THE RELATIONSHIP BETWEEN CERTAIN STRUCTURE OF THE INTELLECT FACTORS AND VOCABULARY LEARNING AT DIFFERENT STAGES OF PRACTICE. ED.D. LEHIGH UNIVERSITY, 1966. ORDER NO. 67-4861, 121 PAGES.

Reports that creativity in writing was insignificantly correlated with sex but not with age, topic interest or intelligence for a sample of grade 7 students, and that reading comprehension and creative writing ability were significantly related.

(Standardized intelligence and reading tests; investigator developed creative writing tests)

.....0305

ROBERTS, DENNIS MICHAEL. A STUDY IN THE RELATIONSHIPS BETWEEN CREATIVITY IN WRITING AND COMPREHENSION IN READING OF SELECTED SEVENTH-GRADE STUDENTS. ED.D. THE FLORIDA STATE UNIVERSITY, 1967. ORDER NO. 68-377, 153 PAGES.

Studied relationships between ability variables and vocabulary criterion measures and examined the "learning-how-to-learn" phenomenon using instruction in word meanings through synonyms and through dictionary definitions for grade 10 English students. Reports that correlations of ability tests with criterion achievement and time scores showed significantly

decreasing trends over stages of practice for the synonym groups with similar trends apparent for ability measures and time but not achievement for the definition group.

(Battery of tests based on Guilford's model; vocabulary achievement tests)

.....0306

SULLIVAN, JOANNA TERESE. A STUDY OF THE RELATIONSHIP OF SELECTED INTELLECTUAL FACTORS TO LITERAL AND HIGHER LEVEL READING COMPREHENSION AT SIXTH AND EIGHTH GRADE. ED.D. LEHIGH UNIVERSITY, 1970. ORDER NO. 71-10,539, 121 PAGES.

Presents results of correlational analyses on data concerning six intellectual abilities, reading comprehension and general intelligence for 250 sixth and 276 eighth grade Perkasie, Pennsylvania, students. Finds (1) intelligence and conceptual foresight accounted for 30.83 percent of variance of literal comprehension at grade 6 while intelligence, critical thinking and conceptual foresight accounted for 48.2 percent of the variance at grade 8, and (2) conceptual foresight, intelligence, word fluency and critical thinking accounted for 56.23 percent of the variance of Higher Level Comprehension at grade 6 while the same factors, ordered differently, accounted for 60.55 percent at grade eight.

(California Short-Form Test of Mental Maturity, S Form, Level 2; First Letters, Seeing Problems, Ideas I (Guilford); Missing Facts (Tate, Stanier and Harrotonian); Critical Thinking (Maw))

.....0307

BROUSSEAU, PAULA JOAN. A STUDY OF THE INTERRELATIONSHIPS OF READING ABILITY, LISTENING ABILITY AND INTELLIGENCE OF NINTH AND TENTH GRADE STUDENTS. PH.D. SOUTHERN ILLINOIS UNIVERSITY, 1971. ORDER NO. 72-10,238, 146 PAGES.

Correlates scores on the California Test of Mental Maturity and the Durrell Listening Reading Series for 190 ninth and tenth grade McLeansboro, Illinois, students identified as high and low ability. Multiple regression analysis indicated that listening and reading vocabulary scores are effective predictors of intelligence. For low ability students, listening scores were significantly higher than reading scores, while high IQ students failed to demonstrate expected superiority on the reading as compared to the listening test.

(California Test of Mental Maturity; The Durrell Listening-Reading Series)

.....0308

THOMPSON, RALPH BYRON. THE RELATIONSHIP OF INTELLIGENCE, SPELLING AND SELECTED ASPECTS OF READING TO THE SOLVING OF ANAGRAMS. ED.D. THE UNIVERSITY OF NEBRASKA-LINCOLN, 1973. ORDER NO. 73-25,492, 104 PAGES.

Analyzes data for 75 students who had completed eleventh grade and were at least 16 which indicates that anagram problem solving is significantly correlated with (1) standardized test results for spelling, reading pronunciation and vocabulary, and (2) anagram solution word tests for the same skills. All variables correlated more highly with problem solving than with intelligence.

(Wechsler Adult Intelligence Scale ;problem solving test consisting of 20 five letter anagrams; spelling, pronunciation and vocabulary tests composed of anagram solution words)

.....0309

CANNON, HASKELL D. THE READING PROCESS IN THE PERSPECTIVE OF PIAGETIAN THEORY. PH.D. CLAREMONT GRADUATE SCHOOL, 1973. ORDER NO. 73-14,249, 106 PAGES.

Proposes a theoretical description of the print reading process based on Piagetian concepts of mental functioning and explores implications for educators, concluding that print reading develops from mental operations connected with spoken language use and in the same manner. Suggests that formal reading programs may be detrimental to development if they are not individualized to take into account a child's experiential background and internal mental structure.

.....0310

MORRIS, MYRA DETWEILER. THE RELATIONSHIP OF ACHIEVEMENT SCORES IN READING AND LANGUAGE ARTS AND SELECTED VARIABLES FOR NINTH GRADE STUDENTS IN SELECTED NORTH DAKOTA SCHOOLS. ED.D. THE UNIVERSITY OF NORTH DAKOTA, 1974. ORDER NO. 75-9108, 151 PAGES.

Considers the effect of 24 selected educational factors on growth and achievement scores for reading and language arts using 63 randomly selected schools stratified by enrollment of (1) 100-199, or (2) above 200. Multiple linear regression analyses indicated slight differences in favour of the group (2) schools and significant relationships between 12 educational variables and student gains and achievement.

(Iowa Tests of Educational Development ; selected educational and demographic variables)

.....0311

HOLICK, ROBERT JOSEPH. A COMPARISON OF READING VOCABULARY AND READING COMPREHENSION SKILLS BETWEEN BILINGUAL AND MONOLINGUAL CZECH-AMERICAN STUDENTS. PH.D. TEXAS A & M UNIVERSITY, 1975. ORDER NO. 76-3645, 229 PAGES.

Analyzes scores of reading and demographic variables for 282 Texas students of Czech-American background in grades 5, 6, and 7 with 63 identified as bilingual. Multiple discriminant analyses indicated (1) bilinguals read as well as monolinguals (2) females read better than males, and (3) high SES students read better than low SES students.

(Cooperative Inter-American Test ,Reading; Socio-Economic Status Questionnaire)

0.4 ENVIRONMENTAL(SOCIO-CULTURAL)

.....0401

ROBERTSON, JAMES BRERETON. THE GOAL SETTING BEHAVIOUR OF SEVENTH GRADE BOYS SELECTED FOR DIFFERENCES IN READING ACHIEVEMENT AND OF THEIR MOTHERS AND FATHERS FOR THEM. ED.D. UNIVERSITY OF OREGON, 1962. ORDER NO. 62-3528, 92 PAGES.

Examines goal setting behaviour of two matched groups of seventh grade boys, one group two years more advanced in reading, on (1) a target shooting task (2) a vocabulary task, and (3) a target throwing task. Looks at correlations between children's and parents' goal setting behaviour and successful and unsuccessful readers' behaviour.

(Measures of reading achievement and goal setting behaviour)

.....0402

MCGINNIS, DOROTHY JEAN. A COMPARATIVE STUDY OF THE ATTITUDES OF PARENTS OF SUPERIOR AND INFERIOR READERS TOWARD CERTAIN CHILD REARING PRACTICES, THE VALUE OF READING, AND THE DEVELOPMENT OF LANGUAGE SKILLS AND EXPERIENTIAL BACKGROUND RELATED TO READING. PH.D. MICHIGAN STATE UNIVERSITY, 1963. ORDER NO. 64-952, 192 PAGES.

Outlines development of the Reading Attitude Inventory to evaluate reading attitudes of parents of inferior and superior readers and discern differences with regard to child rearing practices, perceived value of reading, development of language skills and building of experiential background. Administration of the scale to parents of 50 inferior and 50 superior readers indicated significant differences in all areas with, generally, parents of superior readers displaying attitudes considered more acceptable or healthy.

(Reading Attitude Inventory ;Parental Attitude Research Instrument)

.....0403

HAYES, GLENN WARREN. THE RELATIONSHIP OF SOCIO-ECONOMIC STATUS OF PUPILS TO THEIR COMPREHENSION OF REFERENCE MATERIALS WRITTEN AT DIFFERENT LEVELS OF READABILITY. ED.D. UNIVERSITY OF ILLINOIS, 1966. ORDER NO. 68-377, 122 PAGES.

Uses a sample of 96 ninth grade vocational agriculture students, stratified by SES, in 21 Illinois high schools and two versions of content materials, concluding (1) no significant differences in criterion measure scores between original and simplified content material groups (2) for recall, students reading the simplified material scored higher, but there were no differences by SES (3) on understanding of principles, the middle-working SES group scored higher, and (4) for application, no differences by SES or treatment.

(Iowa Tests of Educational Development ,Test Six; criterion multiple choice tests)

.....0404

KETCHAM, CLAY ADAMS. FACTORS IN THE HOME BACKGROUND AND READER SELF-CONCEPT WHICH RELATE TO READING ACHIEVEMENT. ED.D. LEHIGH UNIVERSITY, 1966. ORDER NO. 67-4871, 105 PAGES.

Provides data from a questionnaire administered to 303 male and 279 female grade 10 students which indicates that 26 of the 39 selected home background factors and 27 of the 40 selected reader self-concept factors, were significantly related to reading achievement.

(Developed questionnaire; measure of reading achievement)

.....0405

LOVE, WALTER EDWARD. A STUDY OF THE RELATIONSHIPS BETWEEN THE SOCIO-ECONOMIC STATUS AND THE READING PERFORMANCE OF NEGRO STUDENTS ENROLLED IN THE PUBLIC SCHOOLS OF CAROLINE COUNTY, VIRGINIA. ED.D. THE GEORGE WASHINGTON UNIVERSITY, 1969. ORDER NO. 70-13,957, 93 PAGES.

Examines relations among reading performance, education, occupation and income of parent, size of family, home tenure, household composition, IQ, and CA and MA for a random sample of 146 seventh grade students in all Negro schools in Caroline County, Virginia. Correlation coefficients, t-tests and regression analyses indicated (1) intelligence is highly correlated with reading performance and (2) reading scores were higher for students whose parents had higher levels of education and for students from higher income families.

(California Test of Mental Maturity ; standardized reading achievement test)

.....0406

MISNER, MARILYN SPITLER. THE EFFECT OF FREQUENT GEOGRAPHIC MOBILITY ON THE READING COMPREHENSION OF STUDENTS IN A MILITARY COMMUNITY. PH.D. UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN, 1972. ORDER NO. 73-17,330, 179 PAGES.

Examines differences in reading achievement of mobile and stable, military and civilian, male and female students in grades 4 (228), 5(210), 7(168) and 8(151) in Rantoul, Illinois, City Schools. Analyses of covariance and chi-square analyses indicated no significant differences in reading achievement on variables of interest and no differences in proportions of disabled readers in the mobile and stable groups although at grade 4 and 5 there were differences in retention proportions.

(Science Research Associates Achievement Series ; Otis- Lennon Mental Ability Test ; Duncan Sociometric Index)

.....0407

SIZEMORE, RAY BREWER JR. COMPARISON OF FAMILY BACKGROUND, SCHOOL CONTEXT AND TEACHER EFFECTS ON THE READING ACHIEVEMENT OF WHITE AND BLACK STUDENTS. PH.D. THE FLORIDA STATE UNIVERSITY, 1972. ORDER NO. 73-10,336, 165 PAGES.

Uses data from the U.S. Bureau of Census 1965 Current Population Survey of School Enrollment, considering 6993 students aged 14 to 19 and concludes, following multiple regression analysis that (1) for whites, family background explains more of achievement variation than student body or teacher characteristics for all residential locations, and (2) for blacks, student body characteristics explain more of the variation than other variables and family background least when residential location is controlled.

(Standardized reading achievement test; five family background variables; four measures of student body characteristics; six measures of teacher characteristics)

.....0408

COVEY, DONALD DAVID. AN ANALYTICAL STUDY OF SECONDARY FRESHMEN BILINGUAL EDUCATION AND ITS EFFECT ON ACADEMIC ACHIEVEMENT AND ATTITUDE OF MEXICAN-AMERICAN STUDENTS. ED.D. ARIZONA STATE UNIVERSITY, 1973. ORDER NO. 73-5305, 204 PAGES.

Compares students in a bilingual program with those in a regular program using 200 randomly selected ninth grade Mexican Americans. Analyses of variance indicated significant differences between the groups in English and reading, and in attitudes toward self, school, peers and teachers.

(Iowa Tests of Educational Development ,Test 3 and Test 4; Stanford Diagnostic Reading Test , Level II; Nebraska Attitude Inventory)

.....0409

GOODSON, FLOYD LEE. FACTORS RELATED TO SUCCESS IN READING BY DISADVANTAGED CHILDREN. ED.D. THE UNIVERSITY OF ARIZONA, 1973. ORDER NO. 74,2006, 161 PAGES.

Used 21 pairs of good and poor readers of low income in West Virginia high schools matched on IQ as a sample, concluding from chi-square and phi-coefficient analyses that there are significant differences between good and poor readers in personal attributes and activities, home environment and influence of teachers.
(Taped interviews; standardized reading and intelligence tests)

.....0410

BEDOTTO, SISTER M. JEAN ROSAIRE. THE EFFECT OF NON-NATIVE SPEECH UPON THE READING ACHIEVEMENT OF SPANISH SPEAKING STUDENTS AT DIFFERENT LEVELS OF INTELLIGENCE AND UPON THEIR ABILITY TO USE SYNTACTIC CLUES TO MEANING IN READING ENGLISH. PH.D. NEW YORK UNIVERSITY, 1973. ORDER NO. 73-30,050, 152 PAGES.

Looks at data on 136 Spanish speaking non-native speakers of English and 129 native English speaking students in the eighth grade of parochial schools in low SES areas of New York. Analyses of variance and t-tests revealed (1) native speakers of similar intelligence had higher reading achievement (2) differences in reading achievement and ability to use syntactic clues were not significantly greater between average and low intelligence native and non-native speakers than between high intelligence groups, and (3) differences between ability of native and non-native students to use syntactic clues were not significant.

.....0411

CASAVANTES, EDWARD JOSEPH. READING ACHIEVEMENT AND IN-GRADE RETENTION RATE DIFFERENTIALS FOR MEXICAN-AMERICAN AND BLACK STUDENTS IN SELECTED STATES OF THE SOUTHWEST. PH.D. UNIVERSITY OF SOUTHERN CALIFORNIA, 1973. ORDER NO. 74-28,425, 279 PAGES.

Analyzes data obtained from the U.S. Commission on Civil Rights' Mexican American Study which surveyed a stratified random sample of 1,166 Southwestern schools. Finds that Mexican-American students display reading achievement levels slightly higher than blacks at grade 4 but lose that lead by grade 8 and have a higher dropout rate than blacks by grade 8. Retention data indicated that, generally, California schools retain fewer students than Texas schools, but in both states, retention rate is higher for minority students. Stresses agreement with previous research indicating non promotion is generally advantageous neither to students nor to school.
(Questionnaire)

.....0412

PEARSON, DAVID ALEXANDER. A STUDY OF THE STAFFING PRACTICES FOR SPECIAL TEACHERS OF READING IN RELATION TO SYSTEM-WIDE READING ACHIEVEMENT. PH.D. THE UNIVERSITY OF WISCONSIN, 1973. ORDER NO. 73-30,338, 193 PAGES.

Examines data from Milwaukee, Wisconsin, public schools where every school has a "special teacher of reading service" and, using multiple regression analysis, establishes (1) more reading resource teacher service related to higher achievement at grades 4 and 8 (2) higher levels of professional preparation relate to higher student teacher achievement at grades 4 and 10, and (3) special reading teachers generally lack high levels of professional development. Concludes appropriate utilization of special reading teachers is present in this system.

(Iowa Tests of basic Skills ; Large-Thornidike Intelligence Tests)

.....0413

FINUCCI, JOAN MARTHA. FAMILY PATTERNS AND GENETIC ANALYSIS OF SPECIFIC READING DISABILITY. PH.D. THE JOHNS HOPKINS UNIVERSITY, 1974. ORDER NO. 74-28,999, 278 PAGES.

Discusses data for 18 white families, each with at least one child with specific reading disability, to determine the extent of reading disability within the families.
(Standardized intelligence and oral reading tests; three investigator developed reading measures; four tests for visual and auditory processing skills)

.....0414

MALONEY, PATRICIA MAHER. PERCEIVED PARENTAL CHILD REARING PATTERNS, FIELD ARTICULATION AND READING ACHIEVEMENT IN EIGHTH GRADE GIRLS. PH.D. FORDHAM UNIVERSITY, 1974. ORDER NO. 74-19,704, 145 PAGES.

Correlates data on field articulation (individual's ability to view his surroundings analytically with objects experienced as separate from their background) with parental child rearing behaviours as identified by the child and with reading achievement. Multiple regression analysis, using a sample of 70 New York private school students, indicated no significant relationships between child rearing behaviour and field articulation, but a positive correlation between reading achievement and field articulation.

(Science Research Associates Test Battery ; Child's Report of Parent Behaviour Inventory ; Embedded Figures Test)

0.5 PERSONALITY

.....0501

KINGSLEY, MARJORIE CONSTANCE. ANXIETY AS A FACTOR IN PERFORMANCE ON STANDARDIZED READING TESTS AT THE HIGH SCHOOL LEVEL. PH.D. WASHINGTON STATE UNIVERSITY, 1961. ORDER NO. 62-931, 93 PAGES.

Investigates the effects of an anxiety producing environment and an environment producing the opposite effect on 90 high school English students divided into two presumably average groups and two groups incapable of regular class work. Wilcoxon Matched Pairs Signed-Ranks Test and the Mann Whitney U Test indicated no significant differences between reading test scores following exposure to the two environments or between anxiety environmental effects on varying intelligence and anxiety level students. Presents clinical data for eight selected adolescents. (Taylor Scale of Manifest Anxiety ; Terman-McNemar Test of Mental Ability ; Wechsler Adult Intelligence Scale ; Rotter Incomplete Sentences ; Symonds Picture-Story Test)

.....0502

MOFFETT, ELEANOR WARD. A STUDY OF THE RELATIONSHIPS BETWEEN PERCEPTION OF SELF AND ACHIEVEMENT IN READING. PH.D. UNIVERSITY OF NORTH CAROLINA, 1961. ORDER NO. 62-3143, 163 PAGES.

Presents correlational data supporting a significant relationship between reading achievement and personality test scores, but no significant relationship between reading scores and index of adjustment and values scores. (Iowa Silent Reading Test ; Wechsler Intelligence Scale for Children ; Index of Adjustment and Values ; California Test of Personality)

.....0503

STEPHENS, HELEN BROWN. THE RELATIONSHIP OF CERTAIN PSYCHO-SOCIAL VARIABLES TO READING ACHIEVEMENT. ED.D. OKLAHOMA STATE UNIVERSITY, 1964. ORDER NO. 65-8779, 108 PAGES.

Using a sample of 110 grade 7 Oklahoma students classified as retarded or accelerated readers concludes (1) self-adjustment and social adjustment were not significantly related to reading achievement (2) self-reliance, social skills and emotional reactions may be related to reading achievement, and (3) SES may be related to reading achievement for some SES groups. (Gates Reading Survey ; Wechsler Intelligence Scale for Children ; California Test of Personality ; Rhodes Sentence Completions ; Warner Revised Scale for Rating Occupations)

.....0504

LICHTER, SOLOMON SIDNEY. ACHIEVEMENT IN READING AND ARITHMETIC OF THE PUPILS IN A JUNIOR HIGH SCHOOL AS IT IS AFFECTED BY THE DEVELOPMENT AND USE OF A BEHAVIOURAL CHANGE PROCESS. ED.D. NEW YORK UNIVERSITY, 1964. ORDER NO. 64-8478, 188 PAGES.

Reports, following analyses of covariance on data for grade 7 students, that a behaviour change process resulted in no significant gain in reading and arithmetic achievement. (The Principals' Questionnaire ; The Teachers' Observation Form ; standardized reading and arithmetic achievement and intelligence tests)

.....0505

ATHEY, IRENE JOWETT. READING PERSONALITY PATTERNS AT THE JUNIOR HIGH SCHOOL LEVEL. PH.D. UNIVERSITY OF CALIFORNIA, BERKELEY, 1965. ORDER NO. 65-8121, 218 PAGES.

Indicates, using item analysis, correlations, factor analysis and cluster analysis on data for 290 ninth grade students of the California Adolescent Growth Study Institute of Human Development, University of California, that poor readers were psychologically immature, manifested a dependency and submissiveness associated with parental treatment and negative self-concepts, while good readers demonstrated autonomy in school and home, were more intellectually oriented, liked school and wished to continue their studies. (California Achievement Battery ; University of California Inventory)

.....0506

VILHOTTI, ANTHONY JOSEPH. A STUDY OF THE RELATIONSHIPS BETWEEN COMPONENTS OF THE SELF-CONCEPT AND SPECIFIC READING SKILLS IN SEVENTH GRADE PUPILS. ED.D. FORDHAM UNIVERSITY, 1973. ORDER NO. 73-26,734, 156 PAGES.

Compares self-esteem and reading achievement data for below level and on level readers (n=60) controlling for sex, age and ethnicity in a suburban New York school. Concludes (1) achieving readers had a higher self concept (2) identification and power relationship with mother was fundamentally related to literal comprehension (3) identification with father fundamentally related to inferential comprehension (4) vocabulary related to Centrality, Social Interest and Majority Identification and (5) sound discrimination related to self-esteem. (Stanford Diagnostic Reading Test ; Self-social Symbols Tasks)

.....0507

TERRY, HAROLD DALE. A STUDY OF THE RELATIONSHIP OF SELF-CONCEPT TO READING ACHIEVEMENT IN JUNIOR HIGH SCHOOL AND THE EFFECT OF EACH UPON STUDENT ATTENDANCE, BEHAVIOUR AND LEISURE READING. ED.D. THE UNIVERSITY OF NEBRASKA, LINCOLN, 1974. ORDER NO. 75-343C, 120 PAGES.

Appraises a "school within a school" junior high school program in Bellevue, Nebraska, by identifying students reading below grade level and randomly assigning 75 to the experimental program and 30 to the traditional program as controls and analyzing pre and post test data using t-tests. No significant differences were found between the two groups for the pre-tests while the post tests indicated significantly greater gain scores for the experimental group. Positive relationships were established between self-concept, reading, achievement, behavior, attendance and leisure reading.

(Gates-MacGinitie Reading Test ; Bills' Index of Adjustment and Values)

.....0508

MARSH, LINDA KESSLER. SELF-ESTEEM, ACHIEVEMENT RESPONSIBILITY, AND READING ACHIEVEMENT OF LOWER-CLASS BLACK, WHITE, AND HISPANIC SEVENTH GRADE BOYS. PH.D. NEW YORK UNIVERSITY, 1974. ORDER NO. 75-8553, 225 PAGES.

Analyzes data for 303 disadvantaged boys using multivariate discriminant function analysis, analysis of variance and multiple regression, finding (1) self-esteem to be the variable relating significantly to reading achievement for white and hispanic boys (2) no significant relationships for either self-esteem or achievement responsibility and reading for blacks and (3) significant correlations between intellectual maturity and reading for black and white but not hispanic samples.

(Intellectual Achievement Responsibility Scale ; Harris-Goodenough Measure of Intellectual Maturity ; Coopersmith Self-Esteem inventory)

.....0509

FITZPATRICK, KAREN. AN EXPERIMENTAL STUDY TO INVESTIGATE THE EFFECTS OF SELECTED VALUE CLARIFYING STRATEGIES ON THE SELF-CONCEPT AND READING ACHIEVEMENT OF NON-PUBLIC SCHOOLS OF A LARGE ROMAN CATHOLIC DIOCESE. PH.D. THE CATHOLIC UNIVERSITY OF AMERICA, 1975. ORDER NO. 75-21,263, 214 PAGES.

Uses a pre-test, post-test control group design with experimental students receiving 16 weekly sessions of values clarifying strategies. Analyses of variance and covariance indicated the experimental students achieved significantly higher gain scores than the controls for self-concept, personal, social and total adjustment and reading achievement.

(Piers-Harris Children's Self-Concept Scale ; California Test of Personality ; Iowa Silent Reading Tests: Comprehension and Reading Efficiency)

.....0510

DIVINE, JAMES HAROLD. AN INVESTIGATION INTO THE RELATIONSHIP BETWEEN SELF-ESTEEM AND READING ACHIEVEMENT. ED.D. NORTHERN ILLINOIS UNIVERSITY, 1975. ORDER NO. 75-23,116, 95 PAGES.

Correlates self-esteem and reading achievement for 27,413 grades 2 through 8 students in five schools controlling for IQ, sex and grade and concludes that all correlations between self-esteem and reading achievement were significant and positive and significantly influenced by sex or IQ.

(Metropolitan Achievement Test Battery ; Self-esteem Inventory - Coopersmith; 901s-Lennon Mental Ability Test)

.....0511

MARKER, ANDREW MICHAEL. ACHIEVEMENT RESPONSIBILITY AND SELF-CONCEPT OF ACADEMIC ABILITY IN ACHIEVING READERS AND NON-ACHIEVING READERS. PH.D. TEMPLE UNIVERSITY, 1975. ORDER NO. 75-28,234, 103 PAGES.

Examines self-concept and self-responsibility for 45 seventh grade male Caucasians identified as achieving readers, non-achieving readers with primary difficulty in comprehension and non-achieving readers with primary difficulty in word recognition. Analyses of variance, Tukey's procedure and regression analyses indicated that boys with significant difficulties in word recognition or comprehension have lower estimates of their ability to achieve and are less optimistic about their ability to learn than their achieving counterparts although all groups ascribed similar levels of self-responsibility for their successes and failures.

(Self-Concept of Academic Ability Inventory ; Intellectual Achievement Responsibility Questionnaire ; Informal reading inventory)

1. STUDENTS

1.0 MEASUREMENT, EVALUATION AND DIAGNOSIS

.....1001

KOHLER, EMMETT THEODORE. AN INVESTIGATION OF CLOZE SCORES IN TERMS OF SELECTED COGNITIVE VARIABLES. ED.D. THE FLORIDA STATE UNIVERSITY, 1966. ORDER NO. 66-5454, 105 PAGES.

Analyzes Cloze test scores for biology, chemistry, American government and world history in terms of scores on factor-pure cognitive ability tests for 257 grade 10 Florida students. Concludes that the most important abilities required for successful completion of the Cloze tests were wide range vocabulary, logical reasoning, inference, addition and hidden patterns.

(Cloze tests; factor pure tests derived from the Manual Kit of Reference Tests for Cognitive Factors, from the Florida State-Wide Ninth-Grade Testing Program and from the Metropolitan Achievement Tests)

.....1002

SUTHERLAND, SAMUEL PHILIP. A FACTOR ANALYTIC STUDY OF TESTS DESIGNED TO MEASURE READING ABILITY. PH.D. UNIVERSITY OF SOUTHERN CALIFORNIA, 1966. ORDER NO. 66-10,551, 144 PAGES.

Examines the factorial nature of survey reading tests using data for 250 fifth graders and 250 seventh graders. Finds that all reading tests loaded on one factor and that vocabulary and comprehension subtests of each test were similar in factorial composition.

(California Achievement Test ; Iowa Tests of Basic Skills ; Metropolitan Achievement Tests ; Science Research Associates Achievement Series ; Sequential Tests of Educational Progress)

.....1003

NAMKIN, SIDNEY. THE SUITABILITY OF ACHIEVEMENT TEST SCORES: A LONGITUDINAL STUDY OF THE READING AND ARITHMETIC SUBTESTS OF THE STANFORD ACHIEVEMENT TEST. ED.D. RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY, 1966. ORDER NO. 66-6913, 222 PAGES.

Finds a fairly consistent achievement pattern becoming more stable at higher grade levels with boys showing lower stability than girls. Data from grades 2, 4, 6, 7 and 8 for 250 ninth graders.

(Stanford Achievement Tests)

.....1004

BRENNAN, JOSEPH T. JR. ESTIMATING EXPECTED READING ACHIEVEMENT IN THE JUNIOR HIGH SCHOOL. ED.D. UNIVERSITY OF PITTSBURGH, 1966. ORDER NO. 67-7142, 127 PAGES.

Examines the use of intelligence, listening achievement and arithmetic computation measures for estimating expected reading achievement for 548 grade 7 and 8 Pittsburgh students. Correlation and multiple regression analysis indicated the highest relationship with reading was .81 (STEP Listening Test) for the total sample and a culturally deprived subsample, while for the nondeprived subsample, the Otis Mental Abilities Test had the highest relationship.

(Metropolitan Achievement Test, Reading and Arithmetic Computation; the Science Research Associates Primary Mental Abilities Test ; the Otis Quick-Scoring Mental Abilities Test; the Sequential Tests of Educational Progress Listening Test)

.....1005

LARRABEE, VIRGINIA S. THE CONSTRUCTION AND EVALUATION OF A DIAGNOSTIC TEST OF SPECIFIC READING ABILITIES FOR SECONDARY SCHOOL STUDENTS. ED.D. BOSTON UNIVERSITY SCHOOL OF EDUCATION, 1969. ORDER NO. 70-12,181, 212 PAGES.

Presents development and evaluation data for a group diagnostic reading test to identify disabilities in word analysis, comprehension, study skills, reading literature and critical reading using a sample of grade 7, 8 and 9 students. Established reliability of greater than .65, significant criterion validity with standardized reading tests, diagnostic tests and teacher ratings and usability good in relation to administration and scoring.

(Developed Diagnostic Test ; criterion measures - Iowa Tests of Basic Skills ; Cooperative English Test , Reading Comprehension; the Niles Battery , Main Idea and Written Recall).

.....1006

WIECHELMAN, DUANE SYLVESTER. A COMPARISON OF CLOZE PROCEDURE SCORES AND INFORMAL READING INVENTORY RESULTS FOR ESTIMATING FUNCTIONAL READING LEVELS FOR STUDENTS AT THE EIGHTH GRADE LEVEL. ED.D. UNIVERSITY OF NORTHERN COLORADO, 1971. ORDER NO. 72-3317, 205 PAGES.

Correlates Cloze test and informal reading inventory results for 71 eighth grade students finding a positive relationship between functional reading levels identified with the Cloze test and the inventory although there were greater variabilities among Cloze test results. When compared with the inventory, Cloze tests more accurately identified individual student's instructional level than did the Durrell Listening-Reading Test.

(Cloze test, informal reading inventory; Durrell Listening-

Reading Series)

.....1007

HEYDENBERK, WARREN ROBERT. A COMPARISON OF FOUR METHODS OF ESTIMATING READING POTENTIAL. ED.D. UNIVERSITY OF NORTHERN COLORADO, 1971. ORDER NO. 72-4169, 178 PAGES.

Compares four methods of estimating reading potential using the Bond and Tinker formula, the Harris Reading Expectancy Age formula, listening capacity level, the Analysis of Learning Potential Test, the Peabody Picture Vocabulary Test, and an informal listening inventory for 29 high ability grade 8 students. Finds (1) Bond and Tinker closely approximated reading achievement levels for high ability students (2) the Harris formula averaged 0.7 grades above reading achievement level, while (3) the listening capacity tests were approximately 1.5 grades higher than reading achievement levels.

(Analysis of Learning Potential; Peabody Picture Vocabulary Test; Bond and Tinker formula; Harris Reading Expectancy Age formula; informal listening inventory).

.....1008

GIRARD, JUDITH ANDERSON FUNK. A STUDY OF THE CORRELATIONS BETWEEN THE GATES-MACGINITIE READING COMPREHENSION TEST AND VARIOUS SUBTESTS FROM THE ANALYSIS OF LEARNING POTENTIAL. ED.D. UNIVERSITY OF NORTHERN COLORADO, 1971. ORDER NO. 72-13,316, 174 PAGES.

Investigates relationships between Gates-MacGinitie Reading Comprehension Test scores and those for subtests of the Analysis of Learning Potential for grades 7, 8 and 9 students. The Gates-MacGinitie was significantly correlated (1) with Word Meaning, Word Categories, Spatial Reasoning, Word Clues, Syntactic Clues and Reading Composite subtests of the Analysis of Learning Potential (2) with IQ and GPA, but (3) not with grade placement, age, or length of time in the school system.

(Gates-MacGinitie Reading Test; Analysis of Learning Potential)

.....1009

WADE, VERN JOSEPH. A COMPARISON OF SELECTED STANDARDIZED READING TEST SCORES AND INFORMAL READING INVENTORY RESULTS AT THE EIGHTH GRADE LEVEL. ED.D. UNIVERSITY OF NORTHERN COLORADO, 1971. ORDER NO. 72-3312, 139 PAGES.

Compares results of the Gates-MacGinitie Reading Test and the Durrell Listening Reading Series with informal reading inventories for the grade 8 class (n = 77) of a rural school district and concludes from t-tests that the subtests and total grade score means of the standardized tests did not approximate

the mean instructional level of the students. Standardized tests overestimated instructional level by at least two and one-half years.

(Gates-MacGinitie Reading Tests, Survey E; Durrell Listening-Reading Series Advanced Level; informal reading inventory).

.....1010

GILL, PATRICK RALSTON. AN EXPERIMENTAL INVESTIGATION OF A TECHNIQUE FOR PREDICTING GAINS FROM A SPECIAL READING PROGRAM. PH.D. WASHINGTON STATE UNIVERSITY, 1972. ORDER NO. 73-49, 84 PAGES.

Examines disparity between a student's score on a silent reading test and his score on an equivalent form read orally by the examiner while the student read silently using 119 sixth, seventh and eighth grade special reading class students from Pullman, Washington. Concludes from post-test data three months later that the technique was of at least limited value in predicting student success.

(Metropolitan Achievement Test : Reading).

.....1011

CREALOCK, CAROL MARIE. RISK-TAKING AND READING TEST PERFORMANCE. PH.D. UNIVERSITY OF TORONTO(CANADA), 1973. (AVAILABLE FROM THE NATIONAL LIBRARY OF CANADA).

Correlates data from a three hour battery of tests measuring academic risk taking, reading achievement and attitudes towards school and risk taking for 134 girls and 136 boys in grade eight. Concludes that academic risk taking was not a consistent general trait within subjects that correlated positively with reading performance although significant correlations occurred more frequently for females and poor readers.

(Attitude Scale; Probability of Success Risk Taking; Reading Comprehension Test (power); Word Knowledge Test (Guessing); Word Information Risk Taking; Picture Information Risk Taking; Reading Comprehension Test (Speed); Word Knowledge Test (no guessing).)

.....1012

HORTON, RAYMOND JOSEPH. THE CONSTRUCT VALIDITY OF CLOZE PROCEDURE:AN EXPLORATORY FACTOR ANALYSIS OF CLOZE, PARAGRAPH READING, AND STRUCTURE-OF-THE-INTELLECT. PH.D. HOFSTRA UNIVERSITY, 1973. ORDER NO. 73-30,000, 207 PAGES.

Appraises data for two Cloze tests, a paragraph reading test and 12 tests designed to measure Structure of the Intellect abilities for 112 ninth grade Plainview-Old Bethpage, New York, students and following factor analysis concludes that (1) construct validity of the Cloze procedure was established, (2)

convergent validity of the Cloze and paragraph tests was achieved, and (3) the specific intellectual abilities comprising the constructs related to Cloze and paragraph tests were identified.
(Cloze tests; tests to measure Structure of the Intellect abilities; paragraph reading test).

.....1013

LOMBARDI, VINCENT A. THE EFFECT OF TEST ANXIETY ON THE RELATIONSHIP BETWEEN INTELLIGENCE AND READING ACHIEVEMENT IN A GROUP OF SEVENTH GRADE SUBURBAN CHILDREN. . ED.D. TEMPLE UNIVERSITY, 1974. ORDER NO. 74-28,181, 86 PAGES.

Uses data for 152 male and 150 female grade 7 students near Philadelphia to assess correlations between reading achievement and intelligence scores at high, moderate and low test anxiety, finding the correlation for the high test anxious group significantly higher than for the low and moderate groups. Concludes that high levels of test anxiety had a significant influence on the relationship between achievement and intelligence and that the negative relationship (-.30) between test anxiety and reading achievement was not influenced by intelligence levels with anxiety appearing to be debilitating to all students.

(Science Research Associates Primary Mental Abilities Test ; Metropolitan Achievement Test (Advanced Reading); Test Anxiety Scale for Children).

.....1014

PARRISH, BERT WILEY. THE EFFECTS OF EXPERIENTIAL BACKGROUND UPON THE INFORMAL READING INVENTORY DIAGNOSIS OF ANGLO AND MEXICAN-AMERICAN NINTH GRADE STUDENTS. ED.D. ARIZONA STATE UNIVERSITY, 1974. ORDER NO. 74-9286, 123 PAGES.

Develops and examines results of an informal reading inventory (PRIMA) designed for disadvantaged Mexican American students and compares it to an inventory designed for Anglo students (Goudy) using a stratified random sample of 20 Mexican American and 20 Anglo grade 9 students. Results obtained using t-tests indicated that PRIMA was a more appropriate diagnostic measure for reading potential of Mexican Americans while the Goudy was more appropriate for Anglos.

(PRIMA - developed informal reading inventory; Goudy Informal Reading Inventory)

.....1015

BIDDLE, WALTER BARRY. RESPONSE MODE OF QUESTIONS IN LEARNING FROM PROSE. PH.D. UNIVERSITY OF ILLINOIS AT URBANA CHAMPAIGN, 1975. ORDER NO. 76-6694, 66 PAGES.

Reports no response mode effects on retention tests for subjects receiving either short answer or multiple choice adjunct questions, either inserted within or batched after a passage on army ants. Questions improved subsequent performance only when the reader was able to complete them correctly initially.
(Criterion measures)

.....1016

THURMOND, VERA BELINDA. RELATIONSHIP BETWEEN STUDENTS' PERCEPTIONS OF THEIR READING ABILITY AND SCORES ON A STANDARDIZED TEST. ED.D. UNIVERSITY OF GEORGIA, 1975. ORDER NO. 76-6454, 102 PAGES.

Correlates student predictions of their performance taken at different times with actual performance on the Nelson-Denny Reading Test for 156 tenth graders, and finds, using analysis of variance and correlational techniques, that a significant but low correlation existed between all predictions and actual test results.

(Nelson-Denny Reading Test)

.....1017

BARTOO, ROY KENNETH. THE EFFECT OF CUMMULATIVE CONTEXT UPON CLOZE TASK PERFORMANCE OF TENTH GRADERS. ED.D. STATE UNIVERSITY OF NEW YORK AT BUFFALO, 1975. ORDER NO. 75-16,951, 150 PAGES.

Investigates the effect of changes in format for Cloze test passages on reading comprehension using a random sample of 175 urban grade 10 students. Analysis of covariance and F tests indicated changes in Cloze format did not influence Cloze test scores, supporting continuation of traditionally used passages. (Traditional Cloze Test; Modified Cloze Test; Otis-Lennon Mental Ability Test).

.....1018

THOMAS, KEITH JOHN. SYNTACTIC/SEMANTIC ACCEPTABILITY AND SEMANTIC SIMILARITY OF ORAL READING ERRORS AS FUNCTIONS OF VARIATION IN ATTAINED COMPREHENSION. ED.D. THE UNIVERSITY OF ARIZONA, 1975. ORDER NO. 75-17,826, 192 PAGES.

Considers qualitative properties of specific types of word recognition errors in relation to differential comprehension performance of 40 Anglo surnamed seventh and eighth grade retarded readers and concludes, following Chi-square analysis of

data from oral and silent reading tests, that more comprehensive, language oriented analytical procedures during the assessment of reading behaviours are desirable. (Standardized reading test; investigator developed criterion measure of comprehension).

.....1019

BLACKWELL, JANET MOORE. AN INVESTIGATION OF THE LANGUAGE BEHAVIOUR OF PUPILS MEASURED BY PHRASE-MARKED AND NONPHRASE-MARKED CLOZE SCORES. ED.D. BOSTON UNIVERSITY SCHOOL OF EDUCATION, 1975. ORDER NO. 75-20,941, 244 PAGES.

Examines differences between mean phrase marked (PM) and mean non-phrase marked (NPM) cloze scores, and the relations between these scores and 13 Detroit Tests of Learning Aptitude (DLTA) for 100 suburban Massachusetts students in grade 2-4, 5-6 and 7-8. Wilcoxin Signed Ranks tests and Spearman correlation coefficients indicated (1) significant positive correlations between PM and NPM Cloze scores on certain DLTA, and (2) PM Cloze scores significantly higher than NPM scores. (Detroit Tests of Learning Aptitude ; Cloze tests)

.....1020

COHEN, JUDITH HELENE. AN EXAMINATION OF THE EFFECT OF CONTENT AREA READING IN LITERATURE, SOCIAL STUDIES AND SCIENCE TEXTBOOKS UPON CLOZE TEST PERFORMANCE OF SEVENTH GRADE STUDENTS. PH.D. HOFSTRA UNIVERSITY, 1975. ORDER NO. 75-11,298, 146 PAGES.

Analyzes results of a battery of six Cloze tests, three multiple choice tests and three subject area questionnaires administered to 63 grade 7 students and finds significant differences due to subject areas. Cloze and multiple choice tests differentiated between passage difficulty within subject areas while the Dale-Chall formula did not. Suggests that cloze scores for this sample indicate criterion reference systems may be inappropriate for content material at this level.

(Cloze tests; criterion multiple choice tests; questionnaires).

.....1021

LINTZ, ELIZABETH T. A STUDY OF THE RELATIONSHIPS AMONG WORD RECOGNITION ERRORS IN ORAL READING AND SILENT READING. ED.D MEMPHIS STATE UNIVERSITY, 1975. ORDER NO. 76-10,869, 83 PAGES.

Examines the concurrent validity of the San Diego Quick Assessment as a measure to establish instructional reading level and to predict error patterns and positional word error. Pearson product moment correlations with the Metropolitan Achievement Test, the Gray Oral Reading test; Metropolitan Achievement Test and the Silent Reading Diagnostic Test indicated the San Diego measure the capacity to predict instructional level but

isolation and identification of error patterns and positional errors in words did not hold up well across measures.

(San Diego Quick Assessment ; Gray Oral Reading Test ; Metropolitan Achievement Test ; Silent Reading Diagnostic Test)

.....1022

GIORDANO, GERARD RAYMOND. CHARACTERISTIC COMPREHENSION, A UNBIASED ESTIMATE OF READING ABILITY. PH.D. THE OHIO STATE UNIVERSITY, 1975. ORDER NO. 76-3433, 76 PAGES.

Employs multiple regression procedures to examine characteristic comprehension, assessed by the amount of extraneous material introduced by the reader into a passage, and noncharacteristic comprehension, assessed by measuring the degree to which the reader could recognize material identified as important by the experimenter. Reports that characteristic comprehension, an estimate of reading ability free from tester bias, is distinct from noncharacteristic comprehension, and cannot be accurately predicted by the eccentricity of an individual's semantic associations nor by the level of his decoding skills. (Measures of characteristic and noncharacteristic reading comprehension)

1.2 MOTIVATION AND ATTITUDES TOWARD READING

.....1201

ANDERSON, HUDSON MILO. AN ANALYSIS OF THE RELATIONSHIP OF SELECTED FACTORS TO THE NATURE OF VOLUNTARY READING OF ADOLESCENTS. ED.D. UNIVERSITY OF OREGON, 1963. ORDER NO. 64-4398, 189 PAGES.

Classifies books as Pre-adult or Adult forms of Fiction, Biographical Material or Informational Material and using test and questionnaire results for 327 grade 10 students, looks at the effect of comprehension levels, sex and parental occupations on amount and maturity of student reading. Findings include: (1) girls read significantly more than boys in all categories (2) parental occupation did not affect number of books read but did influence maturity level in some cases, and (3) significant relationships were indicated between level of reading comprehension and total amount of reading.

(Iowa Tests of Educational Development , "Literature-Interpretation")

.....1202

DAIGON, ARTHUR. THE DOMINANT THEMES IN THE READING OF SEVENTH-GRADE STUDENTS IN RELATION TO THE FACTORS OF SEX AND READING COMPREHENSION. ED.D. NEW YORK UNIVERSITY, 1963. ORDER NO. 63-6561, 191 PAGES.

Examines relationships between the major themes of novels chosen by 60 boys and 60 girls and the factors of sex and reading comprehension. Chi-square analysis indicated (1) girls with high comprehension read the greatest number and variety and the most difficult books (2) boys of high and average reading comprehension were not distinguishable from each other, concentrating largely on adventure novels, and (3) girls were more interested in the novel and preferred themes involving introspection and emotional consequence while the boys preferred to read about violent physical activity.
(Reading records; measure of reading comprehension).

.....1203

WHITWORTH, RICHARD CALE. AN APPRAISAL OF THE PROBLEMS EXPERIENCED BY AND THE TECHNIQUES USED BY ENGLISH TEACHERS IN INDIANAPOLIS, INDIANA, SECONDARY SCHOOLS FOR IMPROVING STUDENT READING TASTES. ED.D. INDIANA UNIVERSITY, 1964. ORDER NO. 65-2406, 245 PAGES.

Reports results of two questionnaires administered to 210 English teachers and 653 senior high school students which indicated that teachers believed the most important problems in improving student reading tastes were stimulating the desire to read, guiding the student to select books which broaden his horizons and instilling the habit of choosing worthwhile books. Among students, only 16 percent indicated reading the same kinds of books inside and outside of school, although they did state they believed that literature reading in school was instrumental in improving their reading tastes.
(Researcher developed questionnaires)

.....1204

ROWELL, CHARLES GLENNON. CHANGE IN ATTITUDE TOWARD READING AND ITS RELATIONSHIP TO CERTAIN VARIABLES AMONG CHILDREN WITH READING DIFFICULTIES. ED.D. GEORGE PEABODY COLLEGE FOR TEACHERS, 1967. ORDER NO. 67-15,001, 161 PAGES.

Compares 40 randomly selected students participating in a corrective reading program with 30 controls who were recommended for the program but did not participate. Finds that the corrective program was effective in improving both reading skills and attitude toward reading. Sex, age and SES were not significant.

(Silent Reading diagnostic Tests ; Gates Basic Reading @ Tests ; Warner's Scale of Index of Status Characteristics ;

Investigator developed instrument for attitude for reading.)

.....1205

CROCKER, OSWALD KITCHENER. THE LEISURE READING OF HIGH SCHOOL STUDENTS IN NEWFOUNDLAND, LIBRARY FACILITIES IN THE SCHOOLS AND HOME BACKGROUND AS RELATED TO READING. ED.D. INDIANA UNIVERSITY, 1967. ORDER NO. 68-4713, 320 PAGES.

Concludes (1) the literature course of study investigated failed to develop interest in good literature (2) Newfoundland schools were seriously handicapped by inadequate library facilities and services, and (3) although the home was more influential than the school, the school had the major responsibility for the developing of reading interest.

.....1206

ZAIS, ROBERT STANLEY. THE SOPHISTICATION OF READING INTERESTS AS RELATED TO SELECTED PERSONALITY FACTORS AND CERTAIN OTHER CHARACTERISTICS OF HIGH SCHOOL STUDENTS. PH.D. THE UNIVERSITY OF CONNECTICUT, 1968. ORDER NO. 69-2199, 245 PAGES.

Reports construction and validation of a Sophistication of Reading Interests Scale intended to provide an estimate of students' levels of sophistication of reading interests. Using students in grade 9 through 12, considered the degree to which sophistication was related to sex, personality factors, age, intelligence and reading achievement, and found several significant correlations through multiple regression and correlational analyses although the correlation of no factor or combination of factors was high enough to be useful in predicting level of sophistication.
(Researcher developed Sophistication of Reading Interests Scale ; measure of reading achievement, standardized IQ test)

.....1207

KEMPER, RICHARD EUGENE. AN INVESTIGATION OF SEVENTH GRADE STUDENTS' ATTITUDES TOWARD READING AS MEASURED BY THE SEMANTIC DIFFERENTIAL. ED.D. UNIVERSITY OF PITTSBURGH, 1970. ORDER NO. 70-20,377, 125 PAGES.

Reports data for 400 seventh graders drawn from a population of 561 in 23 classrooms and classified by sex, reading achievement and school. Analyses of variance performed on results of a semantic differential consisting of 15 concepts and 14 scales indicated (1) students had a favourable attitude toward reading (2) significant differences by sex and reading achievement favouring girls and subjects achieving above grade level, and (3) no significant difference by schools. The concepts library, newspaper and someone who reads a lot were consistently ranked high while reading workbooks and reading orally ranked low.

(Standardized reading test; semantic differential).

.....1208

NOLTE, SHERRY LYNNE. A COMPARISON OF READING LEVELS OF SEVENTH GRADE STUDENTS AND TELEVISION PREFERENCES. PH.D. THE UNIVERSITY OF OKLAHOMA, 1970. ORDER NO. 71-17,046, 61 PAGES.

Using a sample of seventh graders stratified by reading achievement, examines the relationship of reading achievement to television watching. Analysis of variance performed on questionnaire data indicated (1) high and medium level readers watched Situation Comedy more than any other category while low level readers watched Adventure most (2) Sports was the least watched category, and (3) a number of preferences between types of programs emerged.

(Questionnaire; reading scores)

.....1209

MOTT, JOHN HOMER. READING INTERESTS OF ADOLESCENTS: A CRITICAL STUDY OF FIFTY YEARS OF RESEARCH. ED.D. UNIVERSITY OF NORTHERN COLORADO, 1970. ORDER NO. 71-4203, 405 PAGES.

Synthesizes results of theses and dissertations related to the reading interests of adolescents between 1919 and 1969 concluding (1) few fundamental changes in interests have been recorded (2) interest in reading books has steadily declined (3) sex and age are dominant factors influencing interests (4) research is in general agreement concerning peer group influence, need for availability of reading material, accommodation of interests as well as individual needs and the need for changes in adult attitudes toward youthful reading interests, and (5) an urgent need exists for relevant studies concerning minority group and culturally disadvantaged adolescents and academic failures.

.....1210

POMMY, WILLIAM T. A STUDY OF THE EFFECTS OF SUMMER VACATION ON THE READING HABITS AND INTERESTS OF HIGH SCHOOL REMEDIAL STUDENTS. ED.D. UNIVERSITY OF MASSACHUSETTS, 1973. ORDER NO. 74-8621, 90 PAGES.

Examines reading interests and habits of 28 high school remedial reading students in western Massachusetts comparing these to their interests and habits after summer vacation and after an additional 12 week period.

(Reading records)

.....1211

DOBLER, G. RONALD. A STUDY OF THE KNOWLEDGE OF READING INTERESTS OF ADOLESCENTS APPLIED BY ENGLISH TEACHERS IN IOWA'S PUBLIC JUNIOR HIGH SCHOOLS. PH.D. THE UNIVERSITY OF IOWA, 1973. ORDER NO. 73-30,915, 252 PAGES.

Attempts to determine the extent to which Iowa junior high school English teachers demonstrate an applied knowledge of reading interests of adolescents as indicated by their assignment of 18 real or fictitious book annotations to grade level and sex on a questionnaire returned by 286 of a random sample of 400 teachers. Chi-square analysis indicated that the following groups scored significantly more frequent correct answers than other groups: (1) respondents who had English department heads (2) those 41-45 years of age, and (3) those with 3-5 years experience teaching English. Generally, respondents were most successful when assigning annotations by sex alone than by grade alone or grade and sex combined.

(Researcher developed questionnaires)

.....1212

PENNEY, MARY ELIZABETH. TELEVIEWING INTERESTS AND READING INTERESTS OF SEVENTH GRADE STUDENTS OF SHAWNEE, OKLAHOMA. ED.D. THE UNIVERSITY OF OKLAHOMA, 1973. ORDER NO. 73-15331, 76 PAGES.

Investigates the significance of differences in reading and televiewing interests by sex and SES using a random sample of 60 males and 60 females in Shawnee, Oklahoma who completed televiewing and reading interest questionnaires including the categories: (1) Adventure, Romance, Mystery (2) Religion (3) Arts and Music (4) Amusements, Sports, Games (5) Humour or Fanciful, and (6) Informative. Correlations and t-tests indicated that neither sex nor SES was a determiner of reading or televiewing interests, but that there was a positive relationship between reading and televiewing interests.

(Researcher developed Televiewing Interest Questionnaire and Reading Interest Questionnaire)

.....1213

KAHN, NORMA BERNSTEIN. DESIGN AND IMPLEMENTATION OF A HIGH-SCHOOL LITERATURE PROGRAM TO MOTIVATE LIFETIME READING OF LITERATURE. ED.D. UNIVERSITY OF PENNSYLVANIA, 1973. ORDER NO. 73-27562, 230 PAGES.

Describes inadequacies of existing literature programs and implementation at the Stevens School, Philadelphia, Pennsylvania, of five literature courses organized on the basis of key values in literature for the individual and selected by each student according to his current interests and needs: (1) Literature to Entertain (2) Literature to Understand One's Self (3) Literature to Understand Others (4) Literature to Change

Society and (5) Literature to Discover Beauty.

.....1214

CLARKE, POLLY STOTTS. READING INTERESTS AND PREFERENCES OF INDIAN, BLACK, AND WHITE HIGH SCHOOL STUDENTS. ED.D. NORTH TEXAS STATE UNIVERSITY, 1973. ORDER NO. 74-14,811, 274 PAGES.

Presents results of a reading interest inventory administered through English classes in 20 integrated schools in Oklahoma (n=3581). Percentages, reported in tabular form, indicate reading interests of adolescents in this study were significantly different in five areas relating to sex and six areas relating to grade level, with more differences found between Black and White students than between Black and Indian or between White and Indian. Boys appeared to be more affected than girls by education level of parents.
(Reading interest inventory)

.....1215

HAMILTON, HARLAN BERNHARDT. THE RELATIONSHIP BETWEEN TELEVIEWING AND THE READING INTERESTS OF SEVENTH GRADE PUPILS. ED.D. BOSTON UNIVERSITY SCHOOL OF EDUCATION, 1973. ORDER NO. 74-14232, 226 PAGES.

Uses 300 TV tie-ins comprised of 18 different titles with 128 boys and 125 girls in a suburban school. Concludes, following pre and post test questionnaire analysis that (1) TV tie-ins were preferred over non-TV tie-ins of the books used in the study (2) TV tie-ins were effective in promoting interest in reading among low SES and low IQ students (3) reading habits of boys were more influenced by television than those of girls (4) no student felt that TV tie-ins were difficult to read, and (5) of non-TV tie-ins, preference was for reading general fiction with boys preferring action and adventure and girls, romance.
(Large-Thorndike Intelligence Test, Multi-level edition; "The Home Index", Harrison G. Gough; investigator developed questionnaire)

.....1216

TRUE, JUDITH NAPIER. A COMPARISON OF READING INTERESTS BY ECONOMIC LEVELS. PH.D. GEORGIA STATE UNIVERSITY - SCHOOL OF EDUCATION, 1974. ORDER NO. 75-9456, 171 PAGES.

Compares reading interests of upper and lower economic levels using questionnaire results for grade 9 students in DeKalb County, Georgia. Chi-square analyses indicated significant differences between the responses of different economic levels and between males and females.
(Investigator developed questionnaire)

.....1217

MOORE, MARGARET L. AN ASSESSMENT OF A "RIGHT TO READ" PROGRAM FUNDED BY THE ELEMENTARY AND SECONDARY EDUCATION ACT TITLE II IN THE HARRISBURG, ILLINOIS, COMMUNITY UNIT DISTRICT #3 SCHOOLS. PH.D. SOUTHERN ILLINOIS UNIVERSITY, 1974. ORDER NO. 75-13,248, 169 PAGES.

Appraises a "Right to Read" project at Malan Junior High School in terms of student reading behaviours using 48 boys and 45 girls randomly selected as control and experimental homeroom sections. Analysis of data provided by school librarians indicated that students were motivated to read and use nonprint materials as a result of the project, with the seventh grade more highly motivated than the eighth but no differences attributable to sex.
(Library records)

.....1218

DRAKE, PAULINE E. A COMPARISON OF THE EDUCATIONAL PLANS, READING INTERESTS AND INSTRUCTIONAL NEEDS OF HIGH SCHOOL SENIORS IN COLLEGE-BOUND ENGLISH CLASSES. PH.D. UNIVERSITY OF PITTSBURGH, 1974. ORDER NO. 74-21,680, 270 PAGES.

Presents results of three questionnaires administered to grade 12 college bound English classes in three schools in Cleveland, Ohio, selected to represent high, middle and low economic levels. Descriptive statistical procedures and chi-square analysis generally revealed an inverse relationship between economic status and educational goals, reading interests and opinions concerning the English curriculum.
(Three questionnaires)

.....1219

VAUGHAN, JOSEPH LEE JR. THE EFFECT OF INTEREST ON THE READING COMPREHENSION OF GOOD, AVERAGE AND POOR READERS IN GRADES FOUR, SIX, EIGHT AND ELEVEN. ED.D. UNIVERSITY OF VIRGINIA, 1974. ORDER NO. 74-23,324, 73 PAGES.

Uses a sample of 72 students at each of grades 4, 6, 8, and 12 to examine the effect of interest as indicated by preferential selection of reading passages on comprehension as measured by Cloze tests and concludes, from analyses of variance that the effect of interest on comprehension is inversely proportional to reading ability, but is not influenced by academic maturity.
(Cloze tests; measures of reading ability and interest)

.....1220

FIDDLER, JERRY BEN. THE STANDARDIZATION OF A QUESTIONNAIRE TO ASCERTAIN THE ATTITUDE TOWARD READING OF SIXTH GRADE PUPILS. ED.D. STATE UNIVERSITY OF NEW YORK AT BUFFALO, 1974. ORDER NO. 74-14,298, 203 PAGES.

Describes construction and standardization of a reading attitude questionnaire including (1) preparation of a taxonomy of the affective domain as it relates to reading and development of items based on the taxonomy as well as distracting items (2) rating of items by a panel of experts (3) item analyses of preliminary questionnaire using a criterion group of 15 subjects with extremely favourable attitudes toward reading and 15 with extremely unfavourable (4) field testing of the validated instruments using 657 subjects from a variety of schools, and (5) preparation of a norms table and instructions for administration and scoring. Item analyses using data from the criterion group yielded a validity coefficient of .795 for the 20 items which discriminated best and field testing revealed a test-retest reliability coefficient of .865. (Researcher developed attitude measure; specialist, teacher and peer ratings)

.....1221

COLBERT, JOY EDITH. NONFICTION AND ADOLESCENT READING INTERESTS. ED.D. VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY, 1974. ORDER NO. 74-23,802, 195 PAGES.

Suggests the use of a 32 item criteria checklist for assessing content components of nonfiction selections in order to discover how the nonfiction reading required of adolescents compares with their reading preferences. Analyzes the content of 107 selections in 12 leading anthologies recommended for grade 8 in terms of the criteria.

.....1222

EPSTEIN, IRA DAVID. THE EFFECTS OF AN INTEREST-CENTERED PAPERBACK READING PROGRAM ON STUDENT ATTITUDE TOWARD AND ACHIEVEMENT IN READING. PH.D. FORDHAM UNIVERSITY, 1975. ORDER NO. 76-4179, 146 PAGES.

Compares attitude and achievement gains of four intact classes of grade 8 English randomly assigned either to an interest-centered program involving interest inventories, paper back books and self-selection of materials and assignments, or to a teacher structured reading program. Analysis of covariance and correlational analyses of data for the 104 subjects indicated no significant differences in attitude attributable to treatment, although the teacher-structured groups made significantly greater gains in achievement, notably comprehension. (Metropolitan Achievement Tests, Intermediate Reading Test,

Forms G and H; semantic differential scale)

.....1223

DOAN, SHIRLEY ANN STAPLETON. A STUDY OF THE IMPACT OF TEACHERS' ATTITUDES TOWARD INDEPENDENT LEARNING UPON STUDENTS' ATTITUDES TOWARD INDEPENDENT LEARNING IN READING SHORT STORIES. PH.D. THE UNIVERSITY OF NEBRASKA - LINCOLN, 1975. ORDER NO. 76-2015, 142 PAGES.

Presents pre and post experimental data for students and teachers in 19 classes of tenth grade English in Lincoln, Nebraska with classes assigned to student-structured or teacher-structured learning modes for 14 school days. Analysis of variance and post hoc multiple comparisons indicated teachers' attitudes toward independent learning make a significant impact on the on the attitude of their students toward independent learning, with greatest impact when congruence of teacher preference and mode exists. (Doan Scale for Independence of Learning; Student Preference Report)

.....1224

GREEN, REGINALD LEON. A STUDY OF THE EFFECTS OF ACHIEVEMENT MOTIVATION ON THE ACADEMIC PROGRESS OF TENTH-GRADE STUDENTS IN ENGLISH, NEED ACHIEVEMENT, ATTENDANCE AND ATTITUDE TOWARD SCHOOL. ED.D. UNIVERSITY OF MISSOURI-COLUMBIA, 1975.

Compares 75 tenth grade students assigned either to achievement motivation activities, organized study with teacher interaction or independent study for 18 weeks and reports no significant differences in academic progress attributable to the achievement motivation treatment. (Measures of English achievement, need achievement, attendance, attitude toward school)

.....1225

CONWAY, HANNAH ELIZABETH MILLER. READING INTERESTS OF CHILDREN IN GRADES FOUR THROUGH EIGHT. ED.D. THE UNIVERSITY OF ALABAMA, 1975. ORDER NO. 76-4801, 223 PAGES.

Presents results of a reading-interest questionnaire composed of 120 annotated fictitious titles representing 25 categories completed by 784 Alabama students categorized by race, SES, sex and grade level. Lawshe-Baker Monograph analysis of percentages and rank order correlations indicated (1) most popular categories overall were Mystery and Detective, Realistic Animal Stories, Humour and Whimsy, Money Making and Practical, and Mild Adventures of Children, and (2) differences appeared by sex, race, grade and SES. (Researcher developed questionnaire)

.....1226

BROWN, ELEANOR DRUM. THE ROLE OF THE ENGLISH TEACHER IN ENCOURAGING RECREATIONAL READING. STATE UNIVERSITY OF NEW YORK AT ALBANY, 1975. ORDER NO. 75-27,013, 152 PAGES.

Examines data on (1) range of recreational reading and reading interests of 2255 grade 9 Albany, New York students (2) teacher response to questionnaire and structured interviews, and (3) expert ratings of teachers on their encouragement of recreational reading. Concludes that elements of a student's background appeared to exert more influence on interest in reading than did the teacher, although when interest in reading was present, the teacher did promote increased recreational reading. Reading ranked last for boys and second to last for girls as a leisure time pursuit.

(Structured interviews; questionnaire; rating scale)

.....1227

CROMER, NANCY SUE. EFFECTS OF VERBAL ABILITIES, AUDIO-PICTORIAL STIMULI AND PRINT-VERBAL STIMULI ON THE READING AND WRITING ABILITIES OF EARLY ADOLESCENT STUDENTS. PH.D. ARIZONA STATE UNIVERSITY, 1976. ORDER NO. 75-15, 953, 379 PAGES.

Uses a factorial design with randomly selected and assigned experimental and control group students exposed to prepackaged audio-pictorial media on print verbal selections as stimuli. Analyses of variance indicated no significant gain in creative thinking ability, verbal abilities or positive attitudes toward reading and writing attributable to either experimental treatment. There was no gain for experimental groups over the control group which received neither set of stimuli.

(Student written products; criterion measures of creative thinking, verbal abilities and attitudes)

1.4 RESPONSE TO AND EFFECTS OF READING

.....1401

ROGERS, CHARLOTTE DEE. INDIVIDUAL DIFFERENCES IN INTERPRETATIVE RESPONSES TO READING THE SHORT STORY AT THE ELEVENTH GRADE LEVEL. PH.D. UNIVERSITY OF ARIZONA, 1965. ORDER NO. 65-4660, 221 PAGES.

Analyzes data from tape recorded interviews and questionnaires exploring the integration of the short story into the personal life of the reader and factors related to the interpretive process using 14 low and 14 high achieving grade 11 students. Concludes (1) students' interpretive processes could be identified through verbal responses (2) individual differences occurred within as well as between achievement levels (3) attitudes of high level readers were significantly different

From those of low level readers for reading in general but not for reading short stories, and (4) differences occurred between levels for comprehension but not for integration of ideas of the story into personal lives.

(Tape recorded interviews; questionnaires)

.....1402

SHIRLEY, FEHL LORAYNE. THE INFLUENCE OF READING ON THE CONCEPTS, ATTITUDES AND BEHAVIOUR OF TENTH, ELEVENTH AND TWELFTH GRADE STUDENTS. PH.D. UNIVERSITY OF ARIZONA, 1966. ORDER NO. 66-10,211, 238 PAGES.

Identifies changes in concepts, attitudes and behaviour as a result of reading for grade 10, 11, and 12 students using a modified critical incident technique. Chi-square and correlational analyses identified seven areas of influence, in order of frequency: self-image, philosophy of life, cultural groups, social problems, sensitivity to people, political science and miscellaneous.

(Modified critical incident technique)

.....1403

SMITH, RICHARD JOHN. THE EFFECTS OF READING A SHORT STORY FOR A CREATIVE PURPOSE ON STUDENT ATTITUDES AND WRITING. PH.D. THE UNIVERSITY OF WISCONSIN, 1967. ORDER NO. 67-12,158, 95 PAGES.

Concludes that the kind of writing task assigned to students preparatory to reading made a difference in their attitudes toward the material, with a creative writing task stimulating creative thinking about the material. Analyses of variance were performed on data for 20 grade 12 college preparatory English classes divided into (1) training program and creative writing task (2) training program and noncreative writing task (3) creative writing task but no training program, and (4) noncreative writing task and no training program.

(Immediate short answer response test; delayed 10 item multiple choice test)

.....1404

RING, JERRY WARD. A STUDY OF THE INTERPRETING PROCESSES EMPLOYED BY SELECTED ADOLESCENT READERS OF THREE SHORT STORIES. PH.D. THE OHIO STATE UNIVERSITY, 1968. ORDER NO. 69-4959, 169 PAGES.

Appraises free written responses of 30 male and 32 female college bound grade 12 English students to two short stories and considers structured responses to a third. Subjects, divided into two groups by their understanding of their own interpretive processes, provided no evidence of a relationship between awareness of an interpretive process and application of the process. Four characteristic difficulties were (1) failure to

maintain adequate aesthetic distance from the story (2) failure to perceive the form of the work (3) invention, and (4) egocentrism.

(Standardized tests of verbal facility and academic achievement; free and structured written responses to stories; questionnaire concerning perceptions of reading behaviours)

.....1405

LUCHSINGER, BARBARA BETH. RESPONSES OF TENTH GRADE READERS TO PAIRED COMPLEX AND LESS COMPLEX SHORT STORIES. PH.D. THE UNIVERSITY OF IOWA, 1969. ORDER NO. 69-21,708, 161 PAGES.

Examines immediate and delayed responses of 464 high average and low ability grade 10 students to four pairs of complex (adult) and less complex (adolescent) short stories. Chi-square analysis indicated (1) when Purpose and Imagery were considered separately, all differences favoured the less complex stories (2) for scores collapsed over Function all differences favoured the less complex, and (3) responses for both boys and girls favoured the adolescent materials.

(Comprehension and response measures; Iowa Tests of Educational Development)

.....1406

HAYES, MARIE THERESE. AN INVESTIGATION OF THE IMPACT OF READING ON ATTITUDES OF RACIAL PREJUDICE. ED.D. BOSTON UNIVERSITY SCHOOL OF EDUCATION, 1969. ORDER NO. 70-12,175, 161 PAGES.

Appraises the effects of reading literary works on the modification of certain attitudes towards Negroes of a White urban school population. Nine books of mixed genre were read by 34 male and 23 female college preparatory grade 11 English students in a large urban high school in an industrial northeastern city. As the study was exploratory no generalizations were made, however, the results did indicate that subjects' attitudes changed in a direction favourable to the Negro with males indicating greater change than females.

(Cooperative English Tests ; Otis Quick-Scoring Mental Ability Test ; Winckley Scale of Attitudes toward Negroes , Form A and B; Triandis Behavioural Differential ; Bogardus Social Distance Scale)

.....1407

HARDWICK, BETTIE LOUISE. THE EFFECT OF A PERSONALIZED READING PROGRAM UPON THE READING SKILLS, ATTITUDES, STUDY HABITS AND SELF-CONCEPTS OF SEVENTH GRADE STUDENTS. PH.D. NEW YORK UNIVERSITY, 1971. ORDER NO. 71-631, 334 PAGES.

Presents development and experimental evaluation of a Personalized Reading Program consisting of a cooperatively

student-teacher developed reading plan for each student based on observed and tested student needs and including skills building material, recreational reading, evaluation and revision. A randomized block design with repeated measures was used with 180 grade 7 students in Shafter, California. Analyses of variance indicated the Personalized Reading Program students superior in attitudes toward reading and school, study skills and self-concept.

(Measures of attitudes, study skills, self-concept, reading skills and IQ)

.....1408

FAGGIANI, LESTER A. THE RELATIONSHIP OF ATTITUDE TO RESPONSE IN THE READING OF A POEM BY NINTH GRADE STUDENTS. PH.D. NEW YORK UNIVERSITY, 1971. ORDER NO. 71-28,531, 334 PAGES.

Explores ways in which prior attitude toward and involvement in a subject related to aspects of free response to a poem treating that subject using the poem "Dulce et Decorum Est" and the subject "Dying for One's Country". A modified version of the Purves' system of content analysis was used to look at incidence of response for Personal Involvement, Perception, Interpretation and Evaluation, with prereading attitude determined using a semantic differential instrument. Analyses indicated a significant correlation between high Personal Involvement and strong prior attitude. In-depth analysis of 16 individual protocols revealed that readers were intensely active intellectually and emotionally and highly individual in their responses.

(Semantic differential; Purves' system for content analysis)

.....1409

SOMERS, ALBERT BINGHAM. RESPONSES OF ADVANCED AND AVERAGE READERS IN GRADES SEVEN, NINE AND ELEVEN TO TWO DISSIMILAR SHORT STORIES. PH.D. THE FLORIDA STATE UNIVERSITY, 1972. ORDER NO. 73,4701, 136 PAGES.

Analyzes and describes free written responses of 41 seventh grade, 45 eighth grade and 48 eleventh grade students from the University School at Florida State University to "The Chaser" by John Collier, and "Appointment with Love" by S. I. Kishor, attempting to determine changes from one grade to the next. Each statement in 268 free response papers was coded into Engagement, Perception, Interpretation, Evaluation or Miscellaneous and also into one of Purves' 45 subcategories. Concludes (1) students generally prefer evaluation as a mode of response (2) outside of references to plot, students rarely respond to form or technique (3) differences by grade level are not generally significant although grade seven students are more involved in the stories than others (4) for more difficult theme-oriented stories more statements are of interpretation and fewer of evaluation, with greater variety and more even distribution of responses (5)

differences in response by sex and reading ability are infrequent, and (6) generally, free written responses are brief, shallow and restricted in scope.

(Gates-MacGinitie Reading Tests ; Purves classification from Elements of Writing About a Literary Work)

.....1410

ANGELOTTI, MICHAEL LOUIS. A COMPARISON OF ELEMENTS IN THE WRITTEN FREE RESPONSES OF EIGHTH GRADE READERS TO A JUNIOR NOVEL AND AN ADULT NOVEL. PH.D. THE FLORIDA STATE UNIVERSITY, 1972. ORDER NO. 72-32,754, 127 PAGES.

Looks at free written responses of 66 eighth grade students to the Junior novel Turned Out, and compares these to their responses to the adult novel A Separate Peace, using the Purves system of classifying elements of written response to literature. Character analysis provided nearly 75 percent of all interpretive responses with (1) girls writing a higher percentage of interpretive statements, and (2) the largest portion of evaluative responses to both novels affective. Both formal and affective evaluation occurred more frequently for the adult novel and statements of perception for this novel were highest for response to exposition and lowest for the climax while the reverse was true for the junior novel.
(Purves classification system for response to literature)

.....1411

VANDEN BOSCH, MARLIN. THE EFFECT OF SELF-SELECTED MOVIES, POPULAR SONGS, AND BOOKS ON SELECTED HIGH SCHOOL STUDENTS. PH.D. THE UNIVERSITY OF IOWA, 1973. ORDER NO. 74-7442, 372 PAGES.

Evaluates responses of 12 high school juniors and seniors concerning effects of self-selected books, movies and popular songs they experienced from September 1972 to February 1973 according to a framework of seven of Havighurst's developmental tasks and stage one in Erikson's identity crisis. Students' criteria for judging are noted.
(Content analysis of interview responses)

.....1412

DAVIS, JAMES SAMUEL. THE RESPONSES OF SECONDARY SCHOOL STUDENTS TO PASSAGES OF CONTEMPORARY FICTION FOCUSING ON VIOLENT INCIDENTS. PH.D. UNIVERSITY OF MISSOURI - COLUMBIA, 1973. ORDER NO. 74-18,508, 213 PAGES.

Analyzes semantic differential and taped interview responses of 153 suburban St. Louis high school students to audio-tape presentation of three passages of fiction focused on violent incidents and a comparison passage focused on an active but nonviolent incident. Factor analysis, analysis of variance and

Scheffe's multiple comparison procedure indicated (1) a factor labelled Intensity accounted for over 50 percent of the variance on semantic differentials with violent passages measuring significantly higher on Intensity (2) Value accounted for over 25 percent of the variance and was the source of identifiable differences among groups, partially a function of age and sex, and (3) content analysis in Purves' terms indicated the passage rating highest on Intensity received a higher percentage of engagement-involvement and perception responses, while the passage higher in evaluation responses was last in engagement-involvement and perception.
(Semantic differentials; content analysis of taped interviews)

.....1413

BRANDHOURST, ALLAN ROBERT. THE EFFECTS OF READING HISTORICAL FICTION ON ATTITUDES OF HIGH SCHOOL STUDENTS TOWARD SELECTED CONCEPTS. PH.D. UNIVERSITY OF MISSOURI-COLUMBIA, 1973. ORDER NO. 74-18,478, 173 PAGES.

Explores the effects of reading historical fiction - The Scarlet Pimpernel or A Tale of Two Cities - on behaviour and attitude toward the French Revolution, Revolution, Aristocracy, Equal Rights, and Capital Punishment using a semantic differential, two sets of attitude statement cards, and a true-false selective retention test. Correlational analysis and t-tests on data for grade 10 and 11 Laboratory School, University of Missouri, students indicated no evidence of attitude change, suggesting that the power of fiction to influence attitudes is overrated.
(Semantic differential; attitude statement cards; selective retention test)

.....1414

BAZELAK, LEONARD PAUL. A CONTENT ANALYSIS OF TENTH-GRADE STUDENTS' RESPONSES TO BLACK LITERATURE, INCLUDING THE EFFECT OF READING THIS LITERATURE ON ATTITUDES TOWARDS RACE. ED.D. SYRACUSE UNIVERSITY, 1973. ORDER NO. 74,8334, 222 PAGES.

Analyzes free written responses of 140 racially mixed grade 10 students in a suburban New York school to four short stories written by Black Americans. Analysis of differences between experimental and control students who did not read the stories but followed the regular course of studies indicated that the Black literature readings did not have an impact on racial attitudes. Chi-square analysis indicated significant differences among experimental students by race, sex, verbal IQ, reading ability, literary comprehension, and racial attitudes toward Blacks in all response categories.
(Categorization system for content analysis; objective literature comprehension tests; standardized reading tests; pre and post semantic differentials)

.....1415

SHABLAKE, SCOTT LEE. THE EFFECTS OF DIFFERENT TYPES OF GUIDE MATERIALS AND MANNER OF PRESENTATION ON NINTH GRADERS' CURIOSITY TOWARD AND RESPONSE TO SELECTED SHORT STORIES. PH.D. SYRACUSE UNIVERSITY, 1973. ORDER NO. 74-8307, 343 PAGES.

Examines the effects of literal/interpretive levels guides, abstract applied level guides and concrete applied level guides used as prereading experiences and for prediction of response to guides with 202 grade 9 students assigned to control and experimental groups. Following the reading of four stories during learning time and two independent of instruction over a two-and one-half week period, significant differences were found in overall patterns of response, in prereading curiosity scores and in comparisons between pre and post reading scores among experimental and control students. Argues that because the nature of the guidance offered had an observable effect on students' patterns of written response teacher repertoires of well-defined strategies of instruction should be increased. (Squire's categories for content analysis; Interest Indicator Scales; multiple choice achievement test)

.....1416

THOMPSON, STEPHEN JOHN. RESPONSES OF STUDENTS IN GRADES 7 - 12 TO SELECTED SHORT STORIES AND THE RELATIONSHIP BETWEEN THESE RESPONSES AND CERTAIN READER CHARACTERISTICS. PH.D. SYRACUSE UNIVERSITY, 1973. ORDER NO. 74-10,183, 139 PAGES.

Relates grade, sex and personality to response to six short stories for four boys and four girls selected for high ability and verbal facility in each of grades 7 through 12. A directed response - categorizing stories on the basis of literary quality - provided the stimulus situation for prompting non-directed responses which were then analyzed using a modified form of Squire's system with categories for literary judgement, interpretation, narration, association, self-involvement, and prescriptive judgement. No significant differences were found by grade, sex or personality factors on the directed responses while significant differences were found in all cases for non-directed responses. (Junior-Senior High School Personality Questionnaire; Squire's system for coding responses to literature; interviews; rating of oral facility)

.....1417

KUEHN, WILLIAM LAWRENCE. SELF-ACTUALIZATION AND ENGAGEMENT-INVOLVEMENT RESPONSE TO LITERATURE AMONG ADOLESCENTS. PH.D. UNIVERSITY OF MINNESOTA, 1973. ORDER NO. 74-10,622, 186 PAGES.

Correlates self-actualization as defined by Maslow with engagement-involvement in reading for 86 grade 11 students concluding that subjects scoring high on engagement-involvement generally scored high on self-actualization, and that this relationship was not caused by relationships with intelligence, verbal intelligence and verbal productivity. (Shostrom's Personal Orientation Inventory; Purves' content analysis technique for written responses to determine engagement-involvement; IQ measure)

.....1418

PAGE, ERNEST RICHARD. AN ANALYSIS OF RACIAL ATTITUDE CHANGE IN ELEVENTH GRADE STUDENTS USING A BLACK LITERATURE PACKAGE. PH.D. THE PENNSYLVANIA STATE UNIVERSITY, 1974. ORDER NO. 71-10,800, 172 PAGES.

Examines racial attitude change in 65 grade 11 students in a nearly all white Central Pennsylvania school following the reading of a Black Literature Package (BLP). Scores on the Multifactor Racial Attitude Inventory used in a variation of the Solomon four group design and subjected to analysis of variance indicated no significant differences between students reading the package independently, reading the package under teacher direction or following regular language arts instruction. (Multifactor Racial Attitude Inventory)

.....1419

AUERBACH, LEO. THE INTERACTION BETWEEN SOCIAL ATTITUDE AND RESPONSE TO THREE SHORT STORIES. PH.D. NEW YORK UNIVERSITY, 1974. ORDER NO. 74-17,130, 214 PAGES.

Compares responses to violent and nonviolent short stories of two groups of eleventh and twelfth grade suburban New Jersey students matched on attitude toward physical aggressiveness. Analysis of free and directed responses indicated attitudes toward physical aggression were not related to type or intensity of response to violent stories and that attitudes toward violence were not related to types of story read. (Semantic differentials; a social-judgement-involvement instrument; content analysis of written responses)

.....1420

HANZELKA, RICHARD LOUIS. CHARACTERISTICS OF SHORT STORIES ASSOCIATED WITH PREFERENCES OF NINTH GRADE STUDENTS. PH.D. THE UNIVERSITY OF IOWA, 1974. ORDER NO. 74-21,895, 134 PAGES.

Compares student evaluation with expert evaluation of 15 short stories from the universe of short stories in 10 hard cover literature anthologies using 17 ninth grade judges and a panel of English education specialists. Reports (1) student judges preferred a clear plot, with figurative language and imagery appearing to rate poorly (2) a high correlation between the evaluative scales and readability-clarity scales, and (3) generally high agreement between the student ratings and the expert ratings.

(14 semantic differential scales; 14 assessment scales for elements of fiction)

.....1421

KELLY, PATRICIA PROUDFOOT, A COMPARISON OF THE ORAL STUDENT RESPONSES IN A CLASS USING SIMULATION GAMES PRIOR TO READING SELECTED SHORT STORIES AND A CLASS NOT USING SIMULATION GAMES. ED.D. VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY, 1975. ORDER NO. 75-23,703, 129 PAGES.

Using three eleventh grade classes once a week for three weeks, compares student responses for an experimental group who played simulation board games designed to introduce concepts entailed in the story to be read, a placebo group who played simulation games unrelated to the story and a control group who played no games. Squire's seven categories of student response were employed and students who had played the conceptually related game appeared to have more empathy for characters and their behaviours and showed greater participation in class discussion. Placebo group responses were similar to those of controls. (Squire's seven categories of student response to literature; taped class discussions; measures of IQ and language ability)

.....1422

PLATEK, THERESA F. THE RESPONSES OF SIX ADOLESCENTS TO VALUE SITUATIONS IN SELECTED SHORT STORIES: A CASE STUDY OF THE VALUING PROCESS. ED.D. STATE UNIVERSITY OF NEW YORK AT BUFFALO, 1975. ORDER NO. 75-27, 371, 202 PAGES.

Concerns the observable aspects of the valuing process in expressed response to short stories and attempts to determine the extent to which reading of fiction facilitates this process using Sidney-Simon's value sheet, Lawrence Kohlberg's moral dilemma and observations in restricted environments over a ten week period. Finds students (1) did not always reveal their values to engage in valuing (2) expressed preference for discussing values in specific rather than abstract situations,

and (3) preferred solitary to collaborative valuing. (Sidney-Simon's value sheet; Lawrence Kohlberg's moral dilemma; observations in restricted environments)

.....1423

PETROSKY, ANTHONY R. INDIVIDUAL AND GROUP RESPONSES OF FOURTEEN AND FIFTEEN YEAR OLDS TO SHORT STORIES, NOVELS, POEMS AND THEMATIC APPERCEPTION TESTS: CASE STUDIES BASED ON PIAGETIAN GENETIC EPISTEMOLOGY AND FREUDIAN PSYCHOANALYTIC EGO PSYCHOLOGY. ED.D. STATE UNIVERSITY OF NEW YORK AT BUFFALO, 1975. ORDER NO. 75-16,956, 685 PAGES.

Presents a descriptive profile of adolescent response to literature examining findings in terms of psychoanalytic concepts relating response to life styles and of Piaget's genetic epistemology. Using a holistic approach to case studies, concludes (1) cognitive and affective parameters of response are determined by respondent's thought processes and personality (2) thought processes and identity theme are intra-individual variables constructed within and with past experiences (3) response to literature takes a form that is learned (4) learning of a response form is a result of perceived expectations (5) different response forms allow various degrees of freedom, and (6) a genuine dialectical experience results from opportunities for articulation and sharing of personal impression and interpretations in group situations.

(Thematic Apperception Test ; content analysis; interviews)

.....1424

SHURDEN, KAY WILSON. AN ANALYSIS OF ADOLESCENT RESPONSES TO FEMALE CHARACTERS IN LITERATURE WIDELY READ BY STUDENTS IN SECONDARY SCHOOLS. ED.D. THE UNIVERSITY OF TENNESSEE, 1975. ORDER NO. 76-1981, 101 PAGES.

Considers ratings of leading female characters by 400 rural Tennessee secondary students for 12 books with fully drawn female characters considering only books which had at least 20 respondents. Reports (1) seven of the female characters analyzed had more unstereotypic than stereotypic characteristics (2) more of the characters had traits considered socially valued than unvalued (3) no significant differences appeared in ratings by sex, and (4) books written for teenage audiences presented the most stereotypic female characters.

(Rating scale; content analysis)

.....1425

LUCKING, ROBERT ALFRED. A STUDY OF THE EFFECTS OF A HIERARCHICALLY-ORDERED QUESTIONING TECHNIQUE ON ADOLESCENTS' RESPONSES TO SHORT STORIES. PH.D. THE UNIVERSITY OF NEBRASKA - LINCOLN, 1975. ORDER NO. 76-2035, 133 PAGES.

Compares essay response to short stories for 84 Lincoln, Nebraska tenth grade students after receiving (1) no instruction (2) instruction by teachers without special training in questioning, and (3) instruction by teachers trained in asking hierarchically ordered questions. Each statement in the three sets of essays was rated using the Purves content analysis scheme. Multivariate analysis of variance indicated that the hierarchically ordered questions caused students to make a significantly broader, more interpretative range of responses regardless of reading ability or attitude. (Purves' content analysis scheme for response to literature; measures of reading achievement and attitude)

.....1426

CAFFEE, CLAUDE EARL. BIBLIOTHERAPY: ITS EFFECT ON SELF-CONCEPT AND SELF-ACTUALIZATION. ED.D. EAST TEXAS STATE UNIVERSITY, 1975. ORDER NO. 76-4623, 117 PAGES.

Reports that bibliotherapy did not produce a statistically significant increase in reported self-concept and self-actualization scores for 42 volunteer subjects in grade 10 to 12 in Petty, Texas. Subjects were randomly assigned to (1) group meetings weekly for a two hour session with the investigator plus reading assignment (2) assigned reading materials and individual meetings with the investigator, and (3) no treatment. A significant difference was found for reported acceptance of others.

(Personal Orientation Inventory ; Berger Acceptance of Self and Others Scale)

.....1427

CONGILL, GENEVIVE ALICE. A STUDY OF THE DIFFERENTIAL EFFECTS OF SHORT FILMS, AUDIO-TAPES AND CLASS DISCUSSIONS ON THE UNSTRUCTURED WRITTEN RESPONSES OF SENIOR STUDENTS TO POETRY. PH.D. UNIVERSITY OF PITTSBURGH, 1975. ORDER NO. 76-14,119, 273 PAGES.

Considers the effects of various combinations of teaching techniques on the written responses of 324 twelfth grade suburban Pittsburgh students with a randomly selected sample of 432 protocols providing 4731 statements for analysis using Purves' five categories. Results following chi-square analysis included (1) students who studied short films related to the poems wrote significantly more statements than those who did not (2) students who listened to audio-tapes or discussed poems

wrote significantly more statements than those who did not, and (3) the audio-tape group wrote more interpretive responses while the students who participated in discussions wrote more engagement statements. (Purves' Elements of Writing About a Literary Work response categories)

.....1428

PENNA, ROBERT FRANK. THE RELATIVE EFFECTIVENESS OF THE CLASSROOM DISCUSSION APPROACH AND THE TUTORIAL APPROACH TO LITERATURE FOR THE DEVELOPMENT OF ADOLESCENT EGO IDENTITY. PH.D. FORDHAM UNIVERSITY, 1975. ORDER NO. 76-4190, 297 PAGES.

Compares a Classroom Discussion Approach with a Tutorial Approach using ninth and tenth grade classes stratified by reading ability and randomly assigned to Classroom Discussion or to control. Ten students were randomly assigned to the Tutorial Approach. Analyses of covariance following the ten week study indicated (1) the Classroom Discussion Approach scored significantly higher than the others for self-identity and self-acceptance, and (2) the high reading achievement group scored significantly higher on these variables than did the average or low achievement groups.

(Nelson Denny Reading Test ; Index of Adjustment and Values)

.....1429

CULP, MARY BETH WADE. A STUDY OF THE INFLUENCE OF LITERATURE ON THE ATTITUDES, VALUES AND BEHAVIOUR OF ADOLESCENTS. PH.D. THE FLORIDA STATE UNIVERSITY, 1975. ORDER NO. 76-13,804, 178 PAGES.

Using questionnaire data on the influence of literature since sixth grade provided by 158 university freshmen, analyzes the responses of students between 16 and 20 years of age, and reports case study data for 10 students selected from a pool established at either end of the spectrum of influence. Findings included (1) the majority of students had been influenced to some extent in their attitudes, values and/or behaviour by literature with most influences on attitude and few reported on behaviour (2) areas of influence were self-image, awareness of moral and ethical issues, sensitivity to others, and awareness of social problems (3) case studies indicated no clear relationship between the influence of literature and intelligence, achievement and background factors, and (4) the most influential genre is the novel.

(Student records; check lists; autobiographical data sheets; interviews)

.....1430

MCCURDY, SARA BETH HUNTLEY. A STUDY OF RELATIONSHIPS BETWEEN GOALS FOR THE TEACHING OF LITERATURE AND TEACHERS' ATTITUDES TOWARDS THE MAJOR CATEGORIES OF WRITTEN STUDENT RESPONSES TO LITERATURE. PH.D. THE FLORIDA STATE UNIVERSITY, 1975. ORDER NO. 76-2667, 179 PAGES.

Uses a survey questionnaire including samples of written student responses to literature in identifying preferences of secondary English teachers towards categories of student responses. Reports statistically significant patterns of response preferences with interpretation consistently ranked as the most preferred and evaluation the least preferred response. However, in the goal statements by the teacher respondents, perception was the most preferred and evaluation the least preferred. (Questionnaire; Purves' content analysis for response to literature)

.....1431

ROSS, HARRY CAMPBELL. COMPARATIVE STUDY OF THE RESPONSES MADE BY GRADE 11 VANCOUVER STUDENTS TO CANADIAN AND NEW ZEALAND POEMS. ED.D. THE UNIVERSITY OF BRITISH COLUMBIA (CANADA), 1975. (AVAILABLE THE NATIONAL LIBRARY OF CANADA).

Using a fully crossed 2x2 factorial design with 12 replications, examines free written responses of 24 Vancouver, British Columbia grade eleven students who listened to taped recordings of a pair of unfamiliar poems reading them concurrently. For one sub-group, the poems were identified as originating in Canada or New Zealand. Analysis indicated little discriminatory recognition and little response difference although there was considerable evidence that when students knew the origins of Canadian poems they favoured those on a number of dimensions. The attempt to establish a working base for ongoing exploration was considered successful.

(Researcher designed content analysis)

252

2. SECONDARY READING PROGRAMS

2.0 DEVELOPMENTAL READING PROGRAMS

.....2001

HALL, JOHN EDWARD. A DESIGN FOR ORGANIZING AND ADMINISTERING READING PROGRAMS IN CONSOLIDATED HIGH SCHOOLS FOR NEGROES IN MISSISSIPPI. ED.D. NEW YORK UNIVERSITY, 1961. ORDER NO. 62-3310, 152 PAGES.

Presents a handbook for principals on organizing high school reading programs in consolidated high schools for Negroes in Mississippi, developed following a literature review, analysis of achievement and intelligence data for 6958 students, and questionnaire responses from 137 principals. Concludes that the average Negro student was retarded four grade levels in reading, that principals were concerned about this retardation and expressed a need for guidance. The handbook was submitted to 40 principals for evaluation.

(Reading test; IQ measure; questionnaire)

.....2002

TOWNSEND, IRVING DINSMORE. THE READING ACHIEVEMENT OF ELEVENTH AND TWELFTH GRADE INDIAN STUDENTS AND A SURVEY OF CURRICULA CHANGES INDICATED FOR THE IMPROVED TEACHING OF READING IN THE PUBLIC SCHOOLS OF NEW MEXICO. ED.D. THE HIGH UNIVERSITY OF NEW MEXICO, 1962. ORDER NO. 62-2490, 246 PAGES.

Compares achievement of grade 11 and 12 Indian students with national norms, determines practices in teaching reading and presents suggestions for changes necessary to improve reading instruction. Data from standardized tests, questionnaires and personal interviews indicated (1) approximately half of the students scored below the tenth percentile on a standardized reading test with 47 percent below a grade level of 6.8 in comprehension, below 7.8 on vocabulary and below 7.2 on speed and accuracy (2) 98 percent of the questionnaires revealed a need for remedial action in current teaching methods, and (3) 80 percent of the teacher respondents had no professional training in the teaching of reading.

(Diagnostic Reading Tests; Gates Reading Survey; investigator developed questionnaires; interviews)

253

.....2003

COOPER, DAVID. IMPLICATIONS FROM SEMANTICS FOR THE TEACHING OF MATURE READING SKILLS IN SECONDARY-SCHOOL ENGLISH CLASSES. ED.D. STANFORD UNIVERSITY, 1963. ORDER NO. 63-6407, 178 PAGES.

Examines the semantic aspects of reading and the literature of semantics to propose objectives for a program to develop maturity in reading. Fifty-one objectives for a secondary school reading program are described in terms of the semantic insights required of mature readers and are consistent with those objectives of general education and the teaching of English. Concludes that secondary teachers should assume greater responsibility in developing expository reading skills as well as literary skills, and suggests semantic theory is an important source of objectives for such a program.

.....2004

SUMMERS, EDWARD GEORGE. AN EVALUATION OF READING GROWTH AND RETENTION UNDER TWO PLANS OF ORGANIZATION FOR SEVENTH GRADE DEVELOPMENTAL READING. PH.D. UNIVERSITY OF MINNESOTA, 1963. ORDER NO. 64-7282, 320 PAGES.

Evaluates a seventh grade developmental reading program performing analysis of covariance on data including scores from the Gates Reading Survey Test and concludes (1) massed semester and whole year scheduling were equally effective (2) the "middle" IQ group consistently achieved greater gains with "low" and then "high" groups following (3) females generally made significantly greater gains than males (4) little significant interaction between combinations of scheduling, IQ and sex appeared (5) retention analysis one semester after treatment indicated students had not only maintained their comprehension and vocabulary gains but significantly increased them, and (6) the program had a positive effect on the classroom teacher's ability to teach a developmental sequence.
(Gates Reading Survey ; IQ measure)

.....2005

ELLIS, UPSHUR BERKLEY. THE INITIATION OF DEVELOPMENTAL READING PROGRAMS IN THE JUNIOR HIGH SCHOOLS OF BUCKS COUNTY, PENNSYLVANIA. ED.D. TEMPLE UNIVERSITY, 1963. ORDER NO. 64-1127, 207 PAGES.

Critically analyzes the way in which junior high schools initiated their developmental reading programs using interview and questionnaire data from principals, reading coordinators, librarians and reading teachers in 16 schools. Data is presented on the year programs were initiated, personnel involved in initial planning, in-service training, selection of reading teachers, scheduling and grouping practices and evaluation of programs. The most serious problems were identified as a lack of

desire to teach reading and a failure of teachers to accept responsibility to teach reading.
(Interview questionnaires)

.....2006

WILLIAMS, FRED STEWART. A STUDY TO DETERMINE THE PLACEMENT AND EVALUATION OF A DEVELOPMENTAL READING PROGRAM IN THE EIGHTH GRADE OF THE LA MARQUE, TEXAS, JUNIOR HIGH SCHOOL. ED.D. UNIVERSITY OF HOUSTON, 1964. ORDER NO. 65-9180, 138 PAGES.

Compares a basal reading program with a developmental reading program which used Science Research Associates Reading Laboratories, pacing machines, controlled readers and a basal reader over two years involving 208 grade 8 students the first year and 222 the second. Students were assigned to one program for the first half of the year and switched to the other program the second half. Analysis of Iowa Silent Reading Test scores indicated (1) the developmental program may be interchanged by semesters without affecting achievement (2) students at lower levels of proficiency derived more benefits from the developmental program, and (3) certain teachers may have aptitudes which lend themselves to increased efficiency in the teaching of the developmental program.
(Iowa Silent Reading Test)

.....2007

CADELINA, GEORGINA BENITEZ. RECOMMENDATIONS AND SUGGESTIONS FOR DEVELOPMENTAL READING PROGRAMS FOR QUEZON CITY HIGH SCHOOLS, QUEZON CITY, PHILIPPINES. ED.D. INDIANA UNIVERSITY, 1964. ORDER NO. 65-385, 230 PAGES.

Investigates current practices in teaching secondary reading and presents basic recommendations for the establishment of a structured developmental program. Proposes and describes programs for college preparatory and for vocational curriculum students.

.....2008

CARLSON, ELEANOR GRACE. AN INVESTIGATION OF THE EFFECTS OF DEVELOPMENTAL READING INSTRUCTION IN THE SEVENTH AND EIGHTH GRADES. PH.D. UNIVERSITY OF MINNESOTA, 1967. ORDER NO. 67-10,402, 297 PAGES.

Compares reading achievement of 460 grade 7 and 424 grade 8 students categorized by sex, IQ, reading ability and designated control (not enrolled in reading classes) or experimental (enrolled in reading classes). Analyses of variance indicated (1) experimental students scored significantly higher on speed of comprehension, vocabulary, level of comprehension, ability to read social studies materials, ability to interpret literary

materials and ability to use source materials, but not in ability to read science materials (2) reading instruction enabled boys to equal or surpass girls in reading achievement, and (3) significant differences in achievement appeared among IQ levels.
(Measures of general reading skills, content reading skills, and intellectual ability)

.....2009

SCHEFFERT, RALPH EDGAR. THE DESIGN, IMPLEMENTATION AND EVALUATION OF A DEVELOPMENTAL READING PROGRAM IN GRADES SEVEN AND EIGHT AT MENDHAM BOROUGH SCHOOL, MENDHAM, NEW JERSEY. ED.D. NEW YORK UNIVERSITY, 1967. ORDER NO. 68-4818, 253 PAGES.

Designs, implements and evaluates a developmental reading program in grades 7 and 8 at Mendham Borough School, Mendham, New Jersey. Suggests that the one year concentrated program as conducted was sufficient in grade 7 and that maintenance and development of reading skills could continue in content classrooms, guidance and library classes in grade 8. Postulates that a limit of reading power is reached in grade 7 and that increases beyond this point are a function of such variables as intelligence or experiential background.
(Measures of reading achievement and intellectual ability)

.....2010

EVANS, HOWARD MARTIN. AN EVALUATION OF THE EFFECTS OF JUNIOR HIGH SCHOOL SPECIAL READING INSTRUCTION UPON SUBSEQUENT READING PERFORMANCE. ED.D. UNIVERSITY OF ILLINOIS, 1968. ORDER NO. 69-10,696, 91 PAGES.

Compares results of two follow-up tests at grade 8 and grade 10 between 67 pairs of control and experimental subjects, matched by IQ, reading achievement and grade level, where experimental students had received special reading instruction in seventh grade while controls had not. An ex post facto study of matched grade 11 groups was also made, where experimental students (n=95) had received special instruction in grade 7 or 8 while the controls (n=76) had not. Concludes, following t-tests which indicated no significant differences, that as a majority of the experimental students made little or no gain, the continued expenditure of time, money, space and facilities for such special reading classes as the experimental groups experienced is not warranted.

(Iowa Tests of Basic Skills ; Iowa Tests of Educational Development ; IQ measure)

.....2011

GUERNSEY, JAMES LOWERRE. A PROPOSAL FOR TEACHING READING IN THE EAST ISLIP JUNIOR HIGH SCHOOL. ED.D. COLUMBIA UNIVERSITY, 1968. ORDER NO. 69-6031, 166 PAGES.

Presents a survey and analysis of literature on reading and curriculum, a proposal for a junior high school reading program, description of the East Islip Junior High School reading program and proposes improvements in this program. Advocates a program in which reading teachers (1) teach developmental reading classes to all grade 7 students (2) teach remedial classes for all students having difficulty, and (3) provide assistance for content area teachers.

.....2012

LARKIN, WILLIAM MARTIN. AN ANALYSIS OF INDEPENDENT STUDY PROGRAMS IN SELECTED JUNIOR HIGH SCHOOLS OF INDIANA. ED.D. INDIANA UNIVERSITY, 1969. ORDER NO. 70-17,236, 180 PAGES.

Analyzes student and faculty personnel, and instructional materials, appraisal practices, attitudes and individualization of instruction in independent study program in 13 Indiana junior high schools. Data from administrator, teacher and student interview guides analyzed and tabulated using rank order and percent indicated that in most schools using independent study programs (1) opportunities for independent study appear most frequently in the basic skills areas (2) additional equipment and materials are not extensively used (3) programs are organized for a select group of students (4) decision making is done cooperatively between teachers and students (5) problems include scheduling, teaching load and providing facilities (6) attitudes of principals, teachers and students are positive, and (7) evaluation and action research are not evident.
(Interviews)

.....2013

TAYLOR, HARRY J. EVOLVING A BETTER READING PROGRAM IN AN INNER CITY JUNIOR HIGH. ED.D. WAYNE STATE UNIVERSITY, 1971. ORDER NO. 71-29,803, 169 PAGES.

Examines differences in reading achievement between an experimental group (n=148) of students taking English with National Teacher Corps Interns with an added emphasis of reading, and a control group (n=61) taking English with regular teachers and no added emphasis on reading. Stanford Achievement Test data subjected to analyses of covariance indicated a significant difference between experimental and control groups for paragraph meaning but not for word meaning. Questionnaire responses by experimental students indicated positive attitudes towards reading instruction in their English class.

(Stanford Achievement Test , Reading; investigator developed

questionnaire)

.....2014

SCHMIDTLEIN, ROZANNE. A POST HOC STUDY OF ESEA TITLE I READING IN GRADE SEVEN IN A MIDWESTERN CITY. PH.D. THE UNIVERSITY OF AKRON, 1972. ORDER NO. 73-10,156, 129 PAGES.

Looks at the same pupil's reading achievement scores in grades 4, 6, and 8 to ascertain if the Title I ESEA Reading Program had any impact. Students were randomly selected from four Title I junior high schools in a Midwestern city and matched by sex and ability with non-ESEA students. Reading achievement scores from grade 4, 6, and 8 were obtained from permanent records. Analyses of covariance and multiple regression techniques indicated no significant differences between Title I and non-title I students, and no significant differences attributable to sex.

.....2015

HICKERSON, PATRICIA LOUISE ROTH. APPLICATION OF A READING MODEL TO THE READING SYLLABI OF THE TEN LARGEST U.S. SECONDARY SCHOOL DISTRICTS. ED.D. UNIVERSITY OF SOUTHERN CALIFORNIA, 1973. ORDER NO. 73-14,411, 429 PAGES.

Presents a comprehensive model for a secondary reading syllabus in culturally different communities based on the assumptions that (1) learning is a cumulative and sequential process (2) components of the proposed curriculum must be clearly articulated, and (3) program materials and procedures should be relevant to the program's objectives and practical demands of society. Examination of reading syllabi published by the ten largest U.S. Secondary school districts in the light of the model indicated that in existing syllabi, emphasis is on reading as a product, rather than a process, and the major goals are (1) understanding syntax and literary style (2) analyzing psychological motivations of individual characters (3) developing a love of reading, and (4) understanding one's own motivations better and thus improving one's relationships with other individuals. Includes recommendations for altering syllabi to serve the needs of culturally different citizens.

.....2016

GUTTINGER, HELLEN IRELAND. DEVELOPMENTAL READING PROGRAMS EMPHASIZING THE PURPOSES OF THE LEARNER FOR SIXTH, SEVENTH AND EIGHTH GRADERS IN TWO SCHOOLS IN TWO FLORIDA COUNTIES. ED.D. THE UNIVERSITY OF FLORIDA, 1974. ORDER NO. 75-16,387, 429 PAGES.

Tests the effectiveness of a developmental individualized reading laboratory and final evaluation conferences in two Florida public schools. Analysis of variance and Scheffe's multiple comparison procedures were performed on comprehension

and vocabulary data from the Stanford Reading Achievement Test and rate scores on the Diagnostic Reading Test for 473 LPA grade 6, 7, and 8 students and 125 grade 6, 7, and 8 students in classroom teacher-directed reading programs. Concludes (1) LPA students indicated a significant change in comprehension, rate and vocabulary (2) LPA students made significantly greater gains in comprehension and rate than classroom students, and (3) School B students had significantly greater comprehension and vocabulary gains.

(Stanford Achievement Test , Reading; Diagnostic Reading Test)

.....2017

GRAHAM, HANTFORD LEROY. A CRITICAL ANALYSIS OF HISTORICAL STRATEGIES OF READING INSTRUCTION IN THE LIGHT OF CONTEMPORARY PSYCHOLINGUISTIC THEORY. ED.D. UNIVERSITY OF VIRGINIA, 1974. ORDER NO. 75-2053, 122 PAGES.

Investigates the instructional methodologies and materials used most between 1600 and 1850 A.D., and concludes that the methodologies were most successful and probably the best for the child at that time. Application of psycholinguistic theory to the practices indicated a sequential cognitive process in learning to read that took into account each necessary step in the process.

(Content analysis)

.....2018

MILLER, EVELYNE FRANCES. A PSYCHOLINGUISTIC BASIS FOR READING IMPROVEMENT IN THE SECONDARY SCHOOL. ED.D. UNIVERSITY OF SOUTHERN CALIFORNIA, 1974. ORDER NO. 74-21,490, 199 PAGES.

Develops guidelines and constructs, validates and revises a model around psycholinguistic theories showing various facets of a secondary reading program which could be followed in the development of such a program. Concludes (1) schools should improve their reading programs based on psycholinguistic theory and considering the effects of attitudes, interests and values (2) consultants should be hired to work with content area teachers in the application of psycholinguistic insights, and (3) evaluation should include assessing affective areas, measuring success in school subjects and using follow-up studies.

.....2019

JACOBSON, ALLAN ROBERT. AN EVALUATION OF A NINE WEEK SECONDARY SCHOOL DEVELOPMENTAL READING PROGRAM. ED.D. UNIVERSITY OF SOUTHERN CALIFORNIA, 1974. ORDER NO. 74-14,446, 138 PAGES.

Uses the Gates-MacGinitie Reading Test, Survey E to assess reading skills in comparing a traditional or "annual" program with experimental "rotational" programs in a southern California public junior-high school. The ten rotational classes received four nine-week blocks of instruction - grammar, developmental reading, composition and literature - from four different teachers while the three annual classes each received its entire English instruction from one teacher. Concludes (1) developmental reading tended to be more effective when spread over the annual period than over an intensive short period (2) reading skills can be effectively learned in a nine week period (3) after an intensive nine week period of reading instruction is completed and instruction progresses in another area of English, reading skills tend to decline, and (4) rate appears to be the reading skill most easily affected by direct instruction. (Gates-MacGinitie Reading Test, Survey E)

.....2020

SMITH, DALE JUNIOR. A COMPARATIVE STUDY OF THE ENGLISH-LANGUAGE-ARTS CURRICULA OF SOONER HIGH SCHOOL AND COLLEGE HIGH SCHOOL OF BARTLESVILLE, OKLAHOMA. ED.D. THE UNIVERSITY OF TULSA, 1974. ORDER NO. 74-19,087, 119 PAGES.

Compares scores for 483 seniors at Sooner High School and at College High School of Bartlesville, Oklahoma, on the New Purdue Placement Test in English and the Diagnostic Reading Test. Analyses of covariance, covarying on SRA Achievement Series eighth grade and Differential Aptitude Test ninth grade scores, and controlling sex and SES, indicated College High School students of both sexes performed better on the English Test with some significant differences by program and sex within schools. (The New Purdue Placement Test in English; Diagnostic Reading Test; SRA Achievement Series Tests; Differential Aptitude Test)

.....2021

WISEMAN, MERLYN DALE. THE USE OF A MODEL IN THE CONSTRUCTION OF SCHOOL PREFERRED READING PROGRAMS GRADES 7 - 12. ED.D. UNIVERSITY OF SOUTHERN CALIFORNIA, 1975. ORDER NO. 75-15,594, 120 PAGES.

Reports on the effectiveness of a model guideline used in the construction of a School Preferred Reading Program in Los Angeles Unified School System secondary schools. Questionnaire and interview data indicated that components of the model were used in all schools and that (1) modifications were most often

indicated in the areas of student involvement, reading in the content areas and parent contributions (2) leadership was often lacking (3) additional funds and staff cooperation were often indicated strengths of class size and lack of appropriate materials were weaknesses, and (4) the model provided a useful guideline for constructing school reading programs. (Questionnaire; interviews)

.....2022

MAR, DONALD TOY. THE RATIONALE AND EVALUATION OF A RIGHT TO READ PROJECT IN A MONO-GRADED SECONDARY SCHOOL WHICH INCORPORATES TEACHERS FROM AN INTERDISCIPLINARY BACKGROUND AS READING INSTRUCTORS. PH.D. UNIVERSITY OF PITTSBURGH, 1975. ORDER NO. 75-28,707, 183 PAGES.

Examines achievement of 23 randomly selected ninth grade Right to Read students participating in an innovative curriculum featuring an affective format, gaming-simulation activities, field experiences, a diagnostic-prescriptive approach and monetary reinforcement. Compares these to 46 randomly selected controls not participating in the program using t-tests and analyses of variance and reports (1) a significant difference in reading comprehension in favour of the project students (2) no main effects for sex or attendance patterns, and (3) a number of significant interactions. (Measure of reading comprehension)

2.1 STATUS OF SECONDARY READING

.....2101

HUTCHISON, EARL JAMES. A STUDY OF READING INSTRUCTION IN WISCONSIN PUBLIC SECONDARY SCHOOLS IN 1955 AND 1960 WITH SPECIAL REFERENCE TO THE TEACHERS OF ENGLISH. PH.D. UNIVERSITY OF WISCONSIN, 1961. ORDER NO. 61-5941, 226 PAGES.

Surveys principals and English teachers in Wisconsin secondary schools and college methods course instructors and finds (1) principals, teachers and college instructors agree that reading is an instructional problem in secondary schools (2) few colleges require courses in reading techniques at the secondary level (3) the responsibility of the English staff for reading instruction has been recognized while total school responsibility has not (4) the majority of English teachers have had no course work in reading (5) much of the reading instruction provided was in special classes with most schools reporting no plan for secondary reading instruction, and (6) well developed programs occurred almost exclusively in large school systems. (Questionnaire)

.....2102

SIMMONS, JOHN STEPHEN. COMPARISON OF A THEORETICALLY SOUND READING PROGRAM WITH CURRENT PRACTICES OF SECONDARY SCHOOLS IN THE UPPER MIDWEST. PH.D. UNIVERSITY OF MINNESOTA, 1962. ORDER NO. 64-4083, 313 PAGES.

Presents a developed and revised theoretically sound high school program and looks at actual reading practices using 127 returned questionnaires from a random sample of schools in five midwestern states. Survey results revealed (1) most often, either English teachers or administrators supervise the reading programs although usually neither has a professional background in teaching reading and (2) more than one third of the schools indicated little need for organized reading instruction and many schools had no formal program. Organized reading instruction in the Upper Midwest was found to be generally inadequate and in many cases totally lacking.
(Questionnaire)

.....2103

MEANS, MARGARET COLLIDGE. THE STATUS OF THE STATE MANDATED READING PROGRAM IN SECONDARY SCHOOLS OF THIRD AND FOURTH SCHOOL DISTRICTS IN NINE SELECTED COUNTIES OF WESTERN PENNSYLVANIA. ED.D. THE PENNSYLVANIA STATE UNIVERSITY, 1964. ORDER NO. 65-4345, 200 PAGES.

Examines the status of the state mandated reading program in Grades Seven and Eight of the third and fourth class school districts of nine selected counties of western Pennsylvania.
(Questionnaire; interviews)

.....2104

LIETHWILER, HELENA KEEHNE. A DESCRIPTIVE STUDY OF READING PROGRAMS AND PRACTICES IN PUBLIC SCHOOLS IN THE UNITED STATES. ED.D. THE GEORGE WASHINGTON UNIVERSITY, 1967. ORDER NO. 68-5522, 199 PAGES.

Concludes (1) less than three quarters of the high schools studied offer a recognized reading program, with only one third offering developmental and remedial reading (2) the number of reading programs is increasing (3) most principals lack sufficient reading instruction to organize and direct programs in their schools (4) few schools employ reading specialists and many reading teachers lack specific training, and (5) further teacher education in testing and evaluation is necessary.
(Questionnaire)

.....2105

LOURIE, SAMUEL. SOCIO-ECONOMIC AND HISTORICAL FACTORS IN SECONDARY READING: AN INVESTIGATION OF THE RELATIONSHIP BETWEEN THE EVOLUTION OF SECONDARY SCHOOL READING INSTRUCTION IN THE UNITED STATES, AND THE DEVELOPMENT OF SELECTED READING PROGRAMS IN NEW JERSEY, WITH ATTENTION TO SELECTED SOCIO-ECONOMIC FACTORS. ED.D. NEW YORK UNIVERSITY, 1967. ORDER NO. 68-4814, 217 PAGES.

Analyzes data from official reports, questionnaires, interviews and observations in order to compare the evolution of four New Jersey reading programs with accepted theoretical models and to identify pertinent socio-economic and historical factors. Finds (1) major socio-economic factors were financial resources, population mobility, racial prejudice and social class bias in selecting methods and materials and assigning instructors (2) the two higher SES communities and programs superior in administrative leadership, teacher training, suitable facilities, realistic time and space allotments, community support and remedial reading provisions, and (3) relevant historical factors included World War II which aggravated the shortage of trained secondary reading instructors and technological innovations and intensified competition for college admission which encouraged superficial, mechanized and "packaged" programs.
(Questionnaires; interviews; observations)

.....2106

GRAHAM, GEROLD VERNON. PRESENT PRACTICES IN READING PROGRAMS IN SECONDARY SCHOOLS IN CALIFORNIA WITH SUGGESTIONS FOR THEIR IMPROVEMENT. ED.D. THE UNIVERSITY OF FLORIDA, 1968. ORDER NO. 69-10,927, 196 PAGES.

Examines the status and characteristics of secondary school reading programs using questionnaire results from 303 schools each representing one district, and personal observations at ten selected schools. Concludes (1) organized reading programs are recent additions to the majority of the schools (2) generally, these programs are somewhat limited and narrow in scope (3) criteria for student placement in and removal from special classes are somewhat superficial (4) evaluation methods are generally inadequate, and (5) most schools with programs are satisfied and report significant gains in reading.
(Investigator developed questionnaire; observation)

.....2107

GORDON, WILLIAM MACGUIRE. A STUDY OF READING PROGRAMS IN THE THREE-YEAR JUNIOR HIGH SCHOOLS OF THE STATE OF INDIANA. ED.D. INDIANA UNIVERSITY, 1968. ORDER NO. 68-17,265, 130 PAGES.

Concludes from questionnaire responses of 94 Indiana junior high schools and further study of 11 representative programs that (1) 64 junior high schools had formal reading programs (2) administration of the schools showed great interest in and support for the reading programs (3) instruction was most often remedial rather than comprehensive and did not meet the needs of a large majority of the student (4) faculty involvement was usually limited to reading specialists and English teachers, and (5) activities of the reading specialists were not generally those recommended by experts in the field.

(Investigator developed questionnaire; interviews)

.....2108

ROSER, NANCY LEE. A TAXONOMY OF DECISION MAKING FOR ADMINISTERING A SCHOOL READING PROGRAM IN A MID-WESTERN CITY. ED.D. INDIANA UNIVERSITY, 1970. ORDER NO. 71-11,411, 147 PAGES.

Presents a taxonomy of decision making for a midwestern city's school reading program, and compares actual decision making processes employed by administrators and supervisors with a theoretical model of a rational decision making process. Chi-square analyses indicated no significant relationship between staff position held and ability to identify respective decision for the sample of 19 administrators and supervisors. Further analysis of the decision making process employed indicated (1) little agreement between job description and perception of decisionmaking role (2) an incomplete awareness of a totally rational decisionmaking process, and (3) principals and central office administrators relied most heavily upon intuition as a basis for choice while supervisors tended to rely on past experience.

(Interviews; rating scale)

.....2109

JEFFERS, PEARL BRIERE. AN ASSESSMENT OF PRACTICES IN READING PROGRAMS IN JUNIOR HIGH SCHOOLS IN CONNECTICUT. PH.D. THE UNIVERSITY OF CONNECTICUT, 1971. ORDER NO. 71-29876, 275 PAGES.

Develops general and specific guidelines for junior high school reading programs and evaluates current practices in 27 Connecticut schools. Includes recommendations for implementation of practices not presently evident.

(Interviews)

.....2110

GEIL, HARRY CHARLES. STATUS AND CHARACTERISTICS OF READING PROGRAMS IN OREGON PUBLIC SECONDARY SCHOOLS. ED.D. OREGON STATE UNIVERSITY, 1972. ORDER NO. 72-3850, 137 PAGES.

Analyzes questionnaire data on the status and characteristics of secondary reading programs obtained from 84.7 percent of Oregon's 327 secondary schools and concludes (1) rapid growth is apparent (2) greatest need for reading programs is in the small secondary senior high schools (3) well prepared reading teachers are vitally needed (4) the evaluative program is inadequate and inaccurate (5) emphasis is on remediation and correction rather than continuing development, and (6) generally, schools with reading programs have enthusiastic personnel who believe in the success of their programs.

(Investigator developed questionnaire; observation)

.....2111

FREDERICKS, STEVEN JAY. THE STATUS OF THE CURRICULUM DEVELOPMENT PROCESS IN NEW YORK CITY AND AN ANALYSIS OF THE RELATIONSHIP BETWEEN CURRICULUM DEVELOPMENT ACTIVITY AND READING ACHIEVEMENT. ED.D. INDIANA UNIVERSITY, 1973. ORDER NO. 74-2587, 116 PAGES.

Assesses questionnaire data from Community School Board Members and District Superintendents representing all 31 New York City school districts to determine whether utilization of certain historically identified aspects of the curriculum development process were related to reading achievement and whether there were significant inter-relationships between various aspects of curriculum development. Correlational analyses indicated (1) practical indication of a linear relationship between reading achievement and utilization of major aspects of curriculum development (2) no inter-relationships between components of curriculum development, and (3) decentralization has not effectively transferred decision-making power to local communities.

(Metropolitan Achievement Test: Reading ; developed questionnaire)

.....2112

SMITH, MARY TAMAS. A STUDY OF SECONDARY SCHOOL READING PROGRAMS IN THE STATE OF MONTANA BASED ON A CRITERION REFERENCED INSTRUMENT. ED.D. UNIVERSITY OF MONTANA, 1973. ORDER NO. 74-11,638, 205 PAGES.

Examines school size, enrollment and teachers' years of experience teaching reading and number of college credits in reading as these affect the quality of reading programs in Montana appraised by a Reading Program Evaluation Instrument based on an 12 point criteria. Regression analyses revealed that course work credits has the most significant predictive effect

on the total score and six of the twelve subscores on the evaluation instrument.
(Investigator developed Reading Program Evaluation Instrument; questionnaires)

.....2113

PAULSEN, ROBERT KEITH. THE STATUS AND CHARACTERISTICS OF SECONDARY SCHOOL DEVELOPMENTAL READING PROGRAMS IN THE ROCKY MOUNTAIN STATES. ED.D. UNIVERSITY OF NORTHERN COLORADO, 1973. ORDER NO. 73-26,515, 116 PAGES.

Presents survey results from 30 high schools, believed to be the most representative of those employing sound reading programs in each of six states, which indicated (1) growth in the number of reading programs has been steady and consistent over 1966-1972 (2) nearly 60 percent of the programs are operated without a specified course of study (3) roughly 80 percent of the total enrollments are not receiving reading instruction, and (4) approximately 80 percent of the schools surveyed are lacking most of the necessary qualifications to match a theoretical model of a sound reading program.
(Survey Forms)

.....2114

CLOER, CARL THOMAS JR. A STUDY OF VARIABLES IN RELATION TO SECONDARY SCHOOL READING ACHIEVEMENT IN SOUTH CAROLINA. PH.D. UNIVERSITY OF SOUTH CAROLINA, 1974. ORDER NO. 74-22,040, 111 PAGES.

Uses 38 secondary schools in Southern Carolina to determine the effects of the independent variables reading teacher, reading supervisor, developmental reading program, remedial reading classes, in-service training, compulsory placement, federal funds, stated goals, evaluation, criteria for placement and time spent in special reading classes on reading achievement. Simple correlational analyses indicated that contrary to expectations from surveying the literature when schools were the units of analysis, none of the independent variables were significantly related to reading achievement.
(Questionnaire; objective reading test)

.....2115

OSBORN, CHARLES DAVID. SURVEY OF ADMINISTRATIVE PRACTICES AND CERTAIN ELEMENTS RELATING TO THE STATUS OF SECONDARY READING PROGRAMS IN SELECTED COMPREHENSIVE HIGH SCHOOLS IN INDIANA. ED.D. BALL STATE UNIVERSITY, 1974. ORDER NO. 74-16,536, 234 PAGES.

Identifies administrative practices related to secondary reading in seven school corporations where superintendents were willing

to participate and involving 28 high schools in Indiana. Findings included that generally (1) the superintendent participated little in facilities and program planning and evaluation relative to secondary reading (2) communication to the superintendent and school board concerning status and evaluation of such programs was limited (3) hiring procedures and budget considerations for secondary reading were administered by principals and central office staff (4) inservice and consultive services were offered to encourage professional growth and reading Personnel were acquired from within the corporation, and (5) program evaluation did not exist.
(Survey)

.....2116

SULLIVAN, RAYMOND JOSEPH. RELATION BETWEEN SCHOOL SYSTEMS' VARIATIONS OF READING INSTRUCTIONAL TIME ALLOTMENTS IN GRADES ONE THROUGH SEVEN AND READING ACHIEVEMENT IN GRADES TWO THROUGH EIGHT. PH.D. ST. JOHN'S UNIVERSITY, 1974. ORDER NO. 75-3276, 100 PAGES.

Investigates the relationship between daily reading instructional time allotment in grades 1 through 7 and student reading achievement scores in grades 2 through 8 for a national sample of 74 school systems and concludes, following correlational analyses, that there is no relation between reading time allotments and reading achievement.
(Measure of reading achievement and mental ability)

.....2117

DIXON, ROGER DUANE. READING: THE LESSONS SO FAR. ED.D. WESTERN MICHIGAN UNIVERSITY, 1974. ORDER NO. 74-20,637, 246 PAGES.

Uses an historical method of research to survey and summarize the current status of instruction and achievement in reading in the U.S. Finds (1) an over-all low rate of illiteracy when compared with other countries, although millions of school graduates cannot read (2) major federal, state and local efforts have been generated toward solving the illiteracy problem (3) research has indicated that no one method of teaching reading is superior for all students (4) increasing numbers of schools are implementing innovative adaptable programs to overcome reading failures (5) a trend toward educational accountability in achieving reading success appears to be developing (6) the schools achieving the most success use a multi-text approach, individualize instruction, initiate system-wide program coordination, use criterion referenced tests, adopt a systems approach in teaching and curriculum development, create meaningful inservice programs and successfully use volunteers and para-professionals to aid in small group instruction.
(Surveys; Interviews)

.....2118

VAN STRAT, GEORGENA. THE READING PROBLEM IN THE URBAN SCHOOLS: WHO HAS IT AND WHAT HAS BEEN DONE ABOUT IT? ED.D. UNIVERSITY OF MASSACHUSETTS, 1975. ORDER NO. 75-16,611, 155 PAGES.

Establishes an historical-sociological framework and reviews pertinent literature concerning the failure of past and present education, particularly reading, in serving minority populations and describes reading programs and practices which have successfully reversed reading failure in urban schools. Presents the Career Opportunities Program at the University of Massachusetts as an academic experience-based teacher training model preparing effective teachers for urban schools and, finally, examines four proposals for change directed at increasing achievement.

.....2119

GLOGER, MAXWELL T. AN OBSERVATION OF READING PROGRAMS WITHIN SELECTED COUNTRIES AROUND THE WORLD. ED.D. UNIVERSITY OF MASSACHUSETTS, 1975. ORDER NO. 75-27,515, 485 PAGES.

Briefly describes specific aspects of reading programs - present educational policies, teacher training, teacher training in reading, native language, reading methods, special education programs, research in reading, remedial reading education, special schools, sex attitudes, relevance of materials, classroom observations, and items peculiar to a specific country - in England, The Netherlands, Denmark, Norway, Sweden, Switzerland, Israel, Iran, India, Nepal, Japan, Australia and New Zealand. Procedures included a comprehensive questionnaire and personal interviews with a variety of personnel for each country.
(Questionnaire)

3. MATERIALS

.....3001

JACOBSON, MILTON DURWOOD. READING DIFFICULTY OF PHYSICS AND CHEMISTRY TEXTBOOKS IN USE IN MINNESOTA. PH.D. UNIVERSITY OF MINNESOTA, 1961. ORDER NO. 62-1790, 218 PAGES.

Attempts to determine the relative reading difficulty of 22 high school and college texts defined as the number of words underlined by chemistry and physics students in a randomly selected group of public schools. Analyses of variance revealed significant differences in difficulty by text, by unit within text and by school. The Underlining Test was considered valid following correlational analyses indicating a significant relationship between the number of passages underlined and vocabulary test scores, with students with larger vocabularies underlining fewer words. Concludes that reading difficulty is an important variable for textbook selection and presents multiple regression equations applicable for determining the reading difficulty of physics and chemistry texts.
(Underlining Test; a vocabulary measure)

.....3002

RAMSEY, ROBERT DIEHL. AN ANALYSIS OF THE APPROPRIATENESS OF THE READABILITY AND DIFFICULTY LEVEL OF INSTRUCTIONAL MATERIALS IN A JUNIOR HIGH SCHOOL. ED.D. UNIVERSITY OF KANSAS, 1961. ORDER NO. 62-1869, 222 PAGES.

Evaluates seven junior high school textbooks using the Dale-Chall formula for readability, the Flesch Human Interest Index for interest appeal and test results on high interest-low conceptual difficulty and low interest-high conceptual difficulty passages from each text for 450 students. Concludes (1) all the language arts and social studies texts were suitable (2) the science text was grossly inappropriate because of a high average reading level, an extremely wide range of reading levels and low interest appeal, and (3) mean scores for tests on high interest-low conceptual difficulty passages were higher than for low interest-high conceptual difficulty in all instances.
(Dale-Chall formula; Flesch Human Interest Index; developed tests of comprehension)

.....3003

SAPORITI, ANGELO LOUIS. AN INVESTIGATION INTO THE SUITABILITY OF A STORY WRITTEN FOR USE WITH RETARDED READING PUPILS AT THE TENTH GRADE LEVEL. ED.D. BRIGHAM YOUNG UNIVERSITY, 1963. ORDER NO. 64-2997, 110 PAGES.

Presents a high-interest, low-vocabulary story written for use with average ability grade 10 students several years retarded in reading, with readability for all chapters rated close to grade 7-8 level by the Dale-Chall formula and interest indicated "very interesting" to "dramatic" by the Flesch interest formula. (Dale-Chall readability formula; Flesch Human Interest Index)

.....3004

POWELL, MERRILL MOSELEY. AN ANALYSIS OF READING LEVEL AND CONTENT OF THE ALABAMA STATE ADOPTED HIGH SCHOOL CHEMISTRY TEXTS FOR THE YEAR 1965-66. ED.D. UNIVERSITY OF ALABAMA, 1966. ORDER NO. 66-11,374, 194 PAGES.

Analyzes six Alabama high school chemistry texts using a criteria list by Summers to determine if the contents were current, and presents readability levels according to the Dale-Chall formula. Generally, texts were written at levels 13-15, too high for many students whose median reading level on the California Reading Test was 12.4 in a sample of 342 with the range of reading ability 6.8 to 15.8. No student with a reading grade lower than 10 received a grade higher than "C" in high school chemistry. Presents ratings of textbooks from A to F. (California Reading Test; Dale-Chall formula)

.....3005

KLINE, LOREN E. JR. TEXTBOOK READABILITY AND OTHER FACTORS WHICH COULD INFLUENCE THE SUCCESS OF THE EIGHTH GRADE EARTH SCIENCE COURSE IN THE TEXAS PUBLIC SCHOOLS. PH.D. EAST TEXAS STATE UNIVERSITY, 1966. ORDER NO. 67-1529, 277 PAGES.

Assesses reading difficulty of eighth grade science textbooks in Texas public schools using Dale-Chall formula finding that of the five texts adopted, one had a reading level of grade 7-8, two of 9-10 and two of 11-12. (Dale-Chall readability formula; questionnaire)

.....3006

KNIGHT, DAVID W. THE READING PERFORMANCE OF STUDENTS WITH NINTH GRADE READING ACHIEVEMENT ON OCCUPATIONAL INFORMATION MATERIALS WRITTEN WITH VARIOUS LEVELS OF READABILITY. PH.D. THE FLORIDA STATE UNIVERSITY, 1966. ORDER NO. 67-297, 71 PAGES.

Looks at readability and comprehension using occupational information briefs from the Science Research Associates Occupational Information Kit identified as grade levels 9, 12 and 15 by the Flesch Readability Formula with 150 Florida grade nine students identified as "average" in reading ability. Cloze test performance ranked the passages in the same order of readability as the Flesch formula, and the rate of comprehension appeared to decrease as readability became more difficult. (Flesch Readability Formula; Florida Statewide Ninth Grade Testing Program; Cloze procedure)

.....3007

DRAKE, LAWRENCE COLEMAN. THE EFFECTIVENESS OF A SELECTED READABILITY FORMULA IN THE PREDICTION OF STUDENT SUCCESS WITH TECHNICAL AND NON-TECHNICAL READING MATERIALS. ED.D. UNIVERSITY OF MISSOURI- COLUMBIA, 1966. ORDER NO. 67-2905, 167 PAGES.

Evaluates the Dale-Chall formula using two information sheets dealing with technical content and two with non-technical content, all written at the tenth-grade level and re-written at the fifth-grade level, with objective achievement tests for each type of material. Analysis of data for 126 pairs of grade 7 students matched on sex, reading ability, scholastic aptitude and pre-test scores indicated (1) revision of both materials to a lower level of readability did not result in improvement in comprehension, retention or reading speed (2) comprehension and retention were better for non-technical than for technical materials, and (3) while girls were more successful with non-technical content, boys were more successful with technical content. (Developed objective achievement test; Dale-Chall readability formula; measure of scholastic aptitude)

.....3008

THOMPSON, ELTON NOEL. READABILITY AND ACCESSORY REMARKS: FACTORS IN PROBLEM SOLVING IN ARITHMETIC. STANFORD UNIVERSITY, 1967. ORDER NO. 67-17,547, 149 PAGES.

Examines the effect of readability level and accessory remarks on problem solving in arithmetic using ten arithmetic problems written at second/third grade and eighth/ninth grade levels defined by the Dale-Chall and Spache formulas. "Difficult Problems" and "Easy Arithmetic" were printed in large red type with the instructions, and the effects of combinations of remarks and problems studied at high and low mental ability

levels. Concludes that mental ability and readability and the interaction of these two factors have a significant effect on problem solving.
(Dale-Chall and Spache readability formulas; measure of IQ)

.....3009

JANZ, MARGARET LOUISE. AN INVESTIGATION OF THE READING LEVELS OF SECONDARY SCHOOL STUDENTS AND THE READABILITY LEVELS OF SELECTED TEXTBOOKS. PH.D. THE FLORIDA STATE UNIVERSITY, 1969. ORDER NO. 70-8563, 81 PAGES.

Relates reading ability of a sample of 590 grade 8, 9, and 10 South Georgia students to the Flesch readability ratings of their assigned textbooks in English, Social Studies and Science. Concludes (1) the majority of assigned textbooks were too difficult, and (2) the range in reading levels of the textbooks was not compatible with the range in reading abilities of the students.

(Flesch readability formula; measure of reading ability)

.....3010

HOLLER, RICHARD LEROY. THE READABILITY OF SELECTED TENTH GRADE BIOLOGY TEXT MATERIALS. ED.D. UNIVERSITY OF MARYLAND, 1969. ORDER NO. 70-10,284, 157 PAGES.

Applied Dale-Chall and Yoakam readability formulas to the 40 reading selections in Biological Science: Pattern and Processes, with three selections then randomly selected, one from each third of the text. Simplified versions were written and Cloze tests constructed for both the original and the revised passages and randomly assigned to a random sample of grade ten students stratified by reading achievement in Kent County, Maryland. Concludes (1) the text exhibits readability limitations when it is to be used for below average readers, and (2) Cloze procedure and the Dale-Chall formula ranked the more difficult reading selections in the same general order.

(Cloze tests; Dale-Chall readability formula; measure of reading ability)

.....3011

BABCOCK, NATALIE C. FIGURATIVE LANGUAGE AS A READABILITY VARIABLE IN THE STUDY OF THE SHORT STORY. ED.D. OKLAHOMA STATE UNIVERSITY, 1969. ORDER NO. 70-21,339, 95 PAGES.

Assesses figurative language as a factor contributing to reading difficulty using grade 12 students taught a short story unit from which discussion of figures of speech was deleted in a control group (n=38), with an experimental group(n=41) taught a similar unit in which figures of speech was the specific skill emphasized. Analysis of covariance and a t-test indicated no

significant difference in achievement between control and experimental groups on post-tests utilizing Cloze technique, suggesting that even when figurative language is emphasized, no significant gain in comprehension results. No significant differences appeared between a passage containing two figures of speech and one containing 22 figures.
(Cloze procedure)

.....3012

JEFFERSON, GEORGE LEE JR. LEXICAL AND STRUCTURAL ITEMS AS PREDICTORS OF READABILITY FOR HIGH AND LOW ABILITY READERS. PH.D. UNIVERSITY OF GEORGIA, 1969. ORDER NO. 70-10,200, 152 PAGES.

Attempts to clarify use of Cloze techniques in the measurement of reading comprehension and written language difficulty using 466 high school students, stratified by reading ability and randomly assigned to treatment. A three way analysis of variance with readability, reading ability and deletion type (nth word, lexical or structural) as independent variables indicated significant main effects for reading ability and deletion type, and a significant interaction between type and reading difficulty. Suggests that Cloze is a potentially strong research tool but, at present, not a highly valid measure of reading comprehension or passage difficulty.

(Reading ability measure; Cloze procedure; readability measure)

.....3013

SMITH, WILLIAM LEWIS. THE EFFECT OF SYNTAX ON READING. PH.D. THE FLORIDA STATE UNIVERSITY, 1969. ORDER NO. 70-8575, 134 PAGES.

Considers whether more mature syntactic structure increases reading difficulty or whether all students, regardless of grade level, have the same syntactic skills, using passages written at grade 4, grade 8, grade 12 and Skilled Adult levels of syntactic maturity along with Cloze tests for reading comprehension. From each of grades 4 through 12, four groups of 30 subjects were randomly selected and administered test instruments at one of the four levels of maturity. Statistical analysis indicated (1) grade 4, 5, and 6 students found fourth grade writing easiest to read while older students did not, and (2) more mature students found eighth grade writing easier to comprehend than either simpler or more complex forms.

(Cloze procedure)

.....3014

VAN VLIET, JACK. A STUDY OF THE READABILITY OF OCCUPATIONAL INFORMATION PAMPHLETS AND THEIR UTILITY IN THE VOCATIONAL GUIDANCE OF A SELECTED SAMPLE OF HIGH SCHOOL STUDENTS. ED.D. TEMPLE UNIVERSITY, 1970. ORDER NO. 71-10,854, 137 PAGES.

Examines the effects of agreement with individuals' expressed vocational interest and of readability level indicated by the Dale-Chall formula on comprehension scores of 23 students on 92 occupational information pamphlets. Analysis of covariance and t-tests indicated students gained significantly more from pamphlets at their reading ability level than above their ability level regardless of whether or not the students were interested in the subject material. (Dale-Chall readability formula; Devereux Readability Index; Cloze tests; pre- and post- vocational interest measures)

.....3015

MCGILL, JAMES R. AN EXPERIMENTAL STUDY OF THE EFFECT OF KING JAMES VERSION ARCHAISMS UPON READING AND LISTENING COMPREHENSION AND RETENTION. PH.D. GEORGE PEABODY COLLEGE FOR TEACHERS, 1970. ORDER NO. 71-4265, 249 PAGES.

Uses two narratives of 2000 words each composed and printed in two forms - in archaic language patterned after the syntax and vocabulary of the King James version, and in modern English - presenting these to 500 high school and college students. Each subject read or listened to one passage in archaic language and the other in modern language. Comprehension tests administered immediately following reading yielded higher median scores for the modern than for the archaic version, although no difference was apparent on a retention test administered one week following the reading.

(Multiple choice criterion comprehension tests)

.....3016

MCKELL, WILLIAM ELLSWORTH. READING ABILITIES OF VOCATIONAL TRADE AND INDUSTRIAL EDUCATION STUDENTS IN GRANITE SCHOOL DISTRICT RELATIVE TO READABILITY LEVEL OF TEXTBOOKS. ED.D. UTAH STATE UNIVERSITY, 1970. ORDER NO. 70-27,010, 138 PAGES.

Relates California Reading Test scores for 388 trade and industrial education students in the six high schools of Granite School District to readability levels of their basic textbooks and finds a significant difference between the average reading ability of students and the readability of their textbooks.

(California Reading Test ; Dale-Chall and SMOG readability formulas; IQ measure; school grades)

.....3017

BRYANT, JOYCE ELAINE PEADEN. AN INVESTIGATION OF THE READING LEVELS OF HIGH SCHOOL STUDENTS WITH THE READABILITY LEVELS OF CERTAIN CONTENT TEXTBOOKS WITH THEIR COSTS. PH.D. THE FLORIDA STATE UNIVERSITY 1971. ORDER NO. 72-22,900, 54 PAGES..

Compares the reading levels of 900 secondary students as indicated by standardized reading tests with Flesch readability scores for textbooks commonly taught in content areas and finds real differences between the reading levels of the students and the readability levels of the texts with more than half the students assigned content textbooks found to be too difficult. (Flesch Reading Ease Formula; standardized reading test)

.....3018

COX, JUANITA MIXSON. AN INVESTIGATION OF THE READING LEVELS OF JUNIOR HIGH SCHOOL STUDENTS AND THE READABILITY OF SELECTED MODERN LANGUAGE TEXTBOOKS. PH.D. THE FLORIDA STATE UNIVERSITY, 1971. ORDER NO. 72-264, 55 PAGES.

Compares the readability levels of The Roberts English Series, Books 7, 8, and 9; Our Language Today, Books 7 and 8; Modern Grammar and Composition, Book 9, and English, Books 7, 8, and 9, and the reading scores on standardized achievement tests for a sample of 2,412 grade 7, 8, and 9 students. Concludes (1) 1,567 of the students were reading significantly below the readability levels of their language texts, with all of these except Modern Grammar and Composition too difficult for over half of the students using them, and (2) the selected modern grammar texts were considerably more difficult than certain well known Latinate grammars.

(Flesch readability formula; standardized reading test)

.....3019

HOUSKA, JOSEPH THOMAS. THE EFFICACY OF THE CLOZE PROCEDURE AS A READABILITY TOOL ON TECHNICAL CONTENT MATERIAL AS USED IN INDUSTRIAL EDUCATION AT THE HIGH SCHOOL LEVEL. ED.D. UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN, 1971. ORDER NO. 72-6957, 199 PAGES.

Appraises Cloze procedure as a readability tool on technical content material using three 350 word passages from each of automotive, woods and electronics industrial education assessed for readability, re-written to 7th, 10th, and 13th grade levels. Subjects (n=99), stratified by reading ability, first completed a Cloze test and then 11 days later read the passage and completed a comprehension measure. Correlational analyses indicated the Cloze procedure identified readabilities of the passages similar to the comprehension test and the Flesch formula and discriminated between readers of varying abilities. (Flesch Reading Ease formula; standardized reading and

intelligence measures; Cloze tests; criterion comprehension test)

.....3020

WARREN, THOMAS SAMUEL. THE COMPREHENSIBILITY OF SELECTED TRANSLATIONS OF THE NEW TESTAMENT FOR STUDENTS WITH VARIOUS READING ABILITY LEVELS IN GRADES SEVEN, EIGHT, AND NINE. PH.D. THE FLORIDA STATE UNIVERSITY, 1972. ORDER NO. 73-4709, 81 PAGES.

Investigated the readability of the King James, The New English Bible, (NEB), and Good News for Modern Man (GNMM), applying the Flesch formula to 64 randomly selected chapters in each translation. Subjects, grouped by reading grade level, read a randomly selected chapter from each and completed an eight-item multiple choice test with 75 percent considered proof of comprehension. Findings include (1) Flesch scores: King James, 7.7; NEB, 6.7; GNMM, 6.3 (2) some subjects at each reading grade level four to 12 were able to read and understand the King James, NEB and GNMM at levels five to 12, and (3) the King James appears to be written at a level approaching frustration for a majority of subjects reading below grade 11, NEB for those below grade 9, and GNMM below grade 7. (Flesch Reading Ease Formula; Comprehensive Test of Basic Skills; criterion test of comprehension)

.....3021

CHAPMAN, BILLY GENE. THE DEVELOPMENT OF A SEX MANUAL FOR YOUTH AND ADULTS WITH LIMITED READING ABILITY. ED.D. TEXAS TECH UNIVERSITY, 1973. ORDER NO. 73-32,752, 369 PAGES.

Describes the mechanics and rationale used in writing "Sex for Adults in Third Grade English", a book prepared for publication appearing as the Appendix to the dissertation. The book, containing the type of sex information needed by youth and young adults who will be married, has a 3.018 mean reading level and special provisions for readers with visual and intellectual impairment.

.....3022

DRONBERGER, GLADYS BARRETT. THE READABILITY OF ABSTRACTS AND SOURCE DOCUMENTS. THE UNIVERSITY OF OKLAHOMA, 1973. ORDER NO. 74-9867, 74 PAGES.

Investigated the readability of Educational Resources Information Center abstracts appearing in Resources in Education and compares these to readability levels of source documents, applying the Flesch Reading Ease formula to a randomly selected set of 12 abstracts and source documents from each of four clearinghouses. Concludes (1) abstracts were significantly less readable than source documents (2) areas of educational

literature did not differ significantly, and (3) reading levels of abstracts (grades 11.8 to 12.8) and source documents (11.2 to 11.6) did not appear to be higher than the estimated reading level of users.

(Flesch Reading Ease Formula)

.....3023

BAUER, DEANNE OLSEN. EFFECTS OF VARIOUS SYSTEMATIC GRAMMATICAL FORM CLASS DELETIONS UPON COMPREHENSION OF MUTILATED MATERIAL. PH.D. THE UNIVERSITY OF WISCONSIN, 1973. ORDER NO. 74-8989, 272 PAGES.

Investigates the effect of type of deletion, content area of passage and linguistic competence of subject using 132 seventh graders each completing a mutilated passage from mathematics, natural science or social studies. Analysis of variance indicated significant main effects for linguistic ability and content area but not for type of deletion by grammatical form class. No significant interactions appeared. (Comprehension measures; Cloze procedures)

.....3024

NORTON, WILLIAM HILL. COMPUTER ANALYSIS OF READABILITY FACTORS. PH.D. THE UNIVERSITY OF IOWA, 1973. ORDER NO. 74-7414, 165 PAGES.

Presents a computer program designed to efficiently analyze readability factors in educational texts. The program which uses the Standard Frequency Index from the American Heritage Word Frequency Book, parses sentences into noun phrases, verbals, adverbials, prepositional phrases and infinitives and uses a count of these factors to provide a more sophisticated measure of sentence complexity than the traditionally used sentence length. (American Heritage Word Frequency Book, Carroll, Davies and Richman, 1971; computer program)

.....3025

BAKER, HOMER O'NEAL. AN ALGORITHM FOR COMPUTERIZED READABILITY. ED.D. ARIZONA STATE UNIVERSITY, 1974. ORDER NO. 74-10,711, 71 PAGES.

Presents a readability algorithm which would provide an efficient subroutine on any standard computer. Average word length and sentence length both in letters were used to calculate 13 linear and curvilinear algorithms with these then correlated with the Spache, Fry and Flesch formulas. (Spache, Fry and Flesch readability formulas; computer program)

.....3026

TYLER, THOMAS LEE. A READABILITY STUDY OF ENGLISH STUDENT MATERIALS USED IN THE SEMINARY HOME STUDY PROGRAM PREPARED BY THE SEMINARY CURRICULUM STAFF COMPARED WITH THE READING ABILITIES OF A SAMPLE OF THE YOUTH ENROLLED IN THAT PROGRAM IN THE UNITED STATES. ED.D. BRIGHAM YOUNG UNIVERSITY, 1974. ORDER NO. 74-28,404, 72 PAGES.

Relates the mean rated readability of student study material in the Seminary Home Study Course for 1974-75 as indicated by the Dale-Chall readability formula to the mean California Reading Test scores of 441 students enrolled in the program. Materials rated at the seventh grade level while students' reading levels corresponded to their assigned grade levels for grade 9, 10, and 11 and to grade 11 for the twelfth grade sample. Concludes that student material is at the appropriate level of reading difficulty for independent student work.
(California Achievement Tests: Reading ; Dale-Chall readability formula)

.....3027

CERVONE, EDMUND VINCENT. ACHIEVEMENT IN AND ATTITUDE TOWARDS SENIOR HIGH SCHOOL U.S. HISTORY WITH REDUCED READABILITY TEXTS. ED.D. TEMPLE UNIVERSITY, 1974. ORDER NO. 74-28,161, 119 PAGES.

Compares the achievement and attitudes of low achieving students in US history over three semesters with 20 experimental students using a basic text ranging from fourth to sixth grade levels in readability while 11 controls used a text ranging from ninth to eleventh grade in difficulty. Results indicated (1) experimental and control groups did not differ relative to a criterion measure of achievement, and (2) attitude scores of the experimental group became positive while those of the control group became negative.

(Dale-Chall readability formula; Fry's readability graph; Cooperative Social Studies Tests , American history; developed attitude measure)

.....3028

LINDQUIST, ALBERT ALLEN. SET INDUCTION EFFECTS ON READING COMPREHENSION IN CONTENT FIELDS AS MEASURED BY CLOZE EXERCISES FOR SELECTED SEVENTH AND EIGHTH GRADE STUDENTS. ED.D. UNIVERSITY OF SOUTHERN CALIFORNIA, 1974. ORDER NO. 74-17,358, 191 PAGES.

Using 153 grade 7 and 8 students enrolled in 12 classrooms taught by second assignment teacher trainees in a middle class suburban school concludes (1) limited evidence exists of the relationship between reading ability of the students and readability of the materials (2) beginning teachers accept assigned instructional materials without considering pupil ability to read them (3) instructional materials in the content

areas are frequently at inappropriate readability levels (4) little definitive evidence exists to support specific teaching skills such as set induction as a method of producing significant gain in student comprehension of content materials, and (5) reading comprehension is a complex skill not immediately responsive to prescriptive change in teacher behaviour.
(Comprehensive Test of Basic Skills ; informal reading inventory ; Fry readability graph)

.....3029

VERDERBER, NADINE LUCILLE. APPLICATION OF CERTAIN READABILITY TECHNIQUES TO CALCULUS TEXTBOOKS. PH.D. THE OHIO STATE UNIVERSITY, 1974. ORDER NO. 75-11,439, 183 PAGES.

Relates interest and difficulty of mathematical English passages from five calculus textbooks to the comprehension of the passages as indicated by Cloze procedure and multiple choice tests. Analyses of covariance and correlational analyses performed on test scores and Flesch's Human Interest Index and the Kane-Bryne-Hater Formula II (KBH-II) ratings indicated (1) Cloze tests were able to detect differences in the readabilities of the texts (2) Cloze and multiple choice measures appeared to be measuring different aspects of the readability of the passages (3) KBH-II was not able to detect differences in readability, and (4) neither KBH-II nor the Flesch ratings correlated significantly with Cloze scores.
(Flesch Human Interest Index; Kane-Bryne-Hater :formula II; researcher designed comprehension power test; Cloze procedure)

.....3030

LOWELL, THOMAS STEVENSON KELLER. THE EFFECTS OF MANIPULATION OF SYNTAX AND VOCABULARY ON READING COMPREHENSION. PH.D. UNIVERSITY OF VIRGINIA, 1974. ORDER NO. 75-4690, 165 PAGES.

Examines the effects of varying syntactic complexity as measured by its derivation from the deep structure of Chomskian grammar, and vocabulary difficulty as measured by the 1948 Dale list of 3,000 "easy" words, on the comprehension, reading rate and enjoyability ratings of 216 grade 7 students at Kate Collins Junior High School, Waynesboro, Virginia. Subjects, randomly assigned to six groups - three assigned "good" passages of significant modern literature and three "poor" passages of stereotyped subliterature - each read one passage in its original form and one in each of the simplified syntax and vocabulary forms recording reading time, rating "comprehensibility" and "enjoyability" and performing Cloze procedure tasks. Analysis of variance indicated significant but inconsistent differences favouring "poor" style and simplified vocabulary form. Concludes that neither manipulating syntax to make it less complex nor reducing unfamiliar or difficult words necessarily make the passage easier to understand.
(Likert scales; Cloze procedure; measure of reading rate)

.....3031

SMITH, CLAIRE LINDSAY GARNIER. A COMPARATIVE STUDY OF THE READABILITY OF SELECTED ACCOUNTING TEXTBOOKS. PH.D. THE UNIVERSITY OF OKLAHOMA, 1975. ORDER NO. 75-21,827, 102 PAGES.

Explores the readability of accounting textbooks applying the Flesch Reading Ease formula to three high school, three college level and three vocational texts. Analyses of variance in conjunction with Scheffe's multiple comparisons test and Hartley's F-max indicated significant differences among the text means by level with the difference accounted for by the difference between the high school and college sample. Mean readability scores indicated the reading levels increased in difficulty as the grade levels increased and that the reading level of each textbook was considerably below that of the students for whom it had been written.
(Flesch Reading Ease Formula)

.....3032

KUPKA, JOSEPH EMIL. THE EFFECT OF TOPIC SENTENCES ON READING COMPREHENSION. PH.D. THE UNIVERSITY OF AKRON, 1975. ORDER NO. 75-20,804, 321 PAGES.

Probes the effect of topic sentence placement on comprehension using 210 eleventh and twelfth graders each subjected to an 18 paragraph, 10 page expository essay written in four variations of topic sentence placement and a multiple-choice comprehension post-test. Multiple linear regression analysis indicated no significant differences attributable to position or omission of topic sentences.
(Multiple choice comprehension measure; measures of IQ, language, arithmetic and reading achievement, English GPA)

.....3033

ALMEIDA, PAMELA MASON. PRACTICAL IMPLICATIONS OF THE CLOZE TEST FOR PLACEMENT IN INSTRUCTIONAL MATERIALS. ED.D. HARVARD UNIVERSITY, 1975. ORDER NO. 76-10,556, 124 PAGES.

Supports the hypothesis that Cloze performance of 40 percent equals criterion level of reading comprehension on a multiple choice test following analysis of covariance on data for 158 sixth graders involving Cloze tests, reading selections and multiple choice tests at three levels of readability.
(Cloze procedure; criterion multiple choice tests)

.....3034

SHAFFER, GARY LEE. AN INVESTIGATION OF THE RELATIONSHIPS OF SELECTED COMPONENTS OF READABILITY AND COMPREHENSION AT THE SECONDARY SCHOOL LEVEL. ED.D. UNIVERSITY OF SOUTHERN MISSISSIPPI, 1975. ORDER NO. 76-4463, 97 PAGES.

Employs social studies content materials containing similar content but different predicted levels of readability with 300 randomly selected students from two high schools on the Mississippi Gulf Coast. Reports, following analysis of variance for standardized test and Cloze test data, (1) a direct relationship between reading achievement and amount of comprehension gain was apparent (2) traditional components of readability formulas (sentence length, syllabic count and vocabulary) did alter the predicted readability of materials but not all had an independent relationship to comprehension, and (3) apparently more information can be gained by the reader as a result of rewriting material to contain shorter sentences.
(California Achievement Tests: Reading, level 5, Form A (1970); Cloze tests)

.....3035

LEIGH, LOUISE MCGINTY. A STUDY OF THE READABILITY LEVELS OF THE PROSE SELECTIONS IN THE MOST FREQUENTLY ADOPTED ALABAMA HIGH SCHOOL LITERATURE TEXTBOOKS. PH.D. THE UNIVERSITY OF ALABAMA, 1975. ORDER NO. 76-13,919, 194 PAGES.

Provides readability data on prose selections from the Laureate and Classic Literature series from Harcourt, Brace and Jovanovich used in grade 9 to 12 indicating that the level of the selections is beyond the grasp of many if not most students. The reading mean of eleventh grade students was reported at 9.3 while each text revealed a range of levels from second grade to college. The Laureate provided a slightly better fit than the Classic.
(Fry Readability Graph; California Achievement Tests: Reading)

4. PERSONNEL

4.0 PROFESSIONALS

.....4001

JAMES, HELEN JEANE. EVALUATION OF A JUNIOR HIGH SCHOOL IN-SERVICE PROGRAM DESIGNED TO HELP TEACHERS PROVIDE FOR PUPILS' INDIVIDUAL DIFFERENCES IN READING ABILITIES. ED.D. UNIVERSITY OF MIAMI, 1969. ORDER NO. 69-17,933, 454 PAGES.

Develops, implements and evaluates a series of training sessions and individual conferences involving 16 teachers and a part time consultant in a Dade County, Florida junior high school over one semester. Concludes (1) the training was effective for those aspects of instruction for which teachers perceive support in their school (2) implementation of recommended practices seems to depend more on what the teacher sees as implications of the recommendation rather than on the practices themselves (3) the process of problem identification and solution in continuous in-service training has a cumulative positive effect on teachers' perceptions of their own and students' needs, and (4) improvement in teaching reading skills depends in part on the teachers' understandings and abilities to group students and incorporate skill building techniques into their lesson plans. (Observations; tests of attitudes and abilities; rating scale)

.....4002

OWEN, ALFRED ROY. TEACHER PREPARATION AND COURSE AVAILABILITY IN TEXAS JUNIOR HIGH SCHOOL READING PROGRAMS. PH.D. TEXAS A. & M. UNIVERSITY, 1970. ORDER NO. 70-22,945, 114 PAGES.

Examines questionnaire data for 250 teachers in 104 schools and for 11 Texas teacher training institutions, and catalog offerings from 20 institutions and reports (1) most junior high reading teachers lack suitable preparation at that level (2) corrective and remedial instruction is unavailable to many students who need it, and (3) most teacher training institutions do not offer adequate preparation for the junior high reading teacher.

(Two questionnaires)

.....4003

RUSH, DAVID LEE. PRE-SERVICE PREPARATION OF PROSPECTIVE SECONDARY TEACHERS IN READING. ED.D. BALL STATE UNIVERSITY, 1970. ORDER NO. 70-18,071, 178 PAGES.

Investigates the effects of intensive pre-service instruction in reading skills on awareness and willingness to respond to the diversified abilities and skills of high school students and on attitudes toward teaching of reading in selected content fields. One hundred Ball State University students were randomly assigned to control or experimental groups with analysis of variance indicating the experimental group showed significantly more positive attitudes toward teaching reading in the secondary school and in ascertaining their awareness of and response to situations involving reading and reading problems. (Question Situation Analysis test; attitude instrument)

.....4004

KIES, DANIEL ALLAN. CURRICULUM CHANGES IN THE PREPARATION OF READING TEACHERS. ED.D. UNIVERSITY OF ARIZONA, 1970. ORDER NO. 70-20,674, 151 PAGES.

Using the questionnaire from the Austin study The Torchlighters, investigates changes in university and college preparation of reading teachers over nine years. Chi-square and correlational analyses performed on responses from 365 of 530 surveyed institutions indicated (1) more universities and colleges are offering reading as a separate rather than an integrated course (2) more institutions are offering and requiring secondary reading courses, and (3) more time is devoted to reading than was previously the case. (Questionnaire)

.....4005

JENKINS, JAMES ALVAN. THE TEACHING OF READING BY ENGLISH TEACHERS IN INDIANA PUBLIC HIGH SCHOOLS. ED.D. THE UNIVERSITY OF TENNESSEE, 1972. ORDER NO. 73-12,414, 161 PAGES.

Examines the preparation, self-evaluation of preparation and practices, actual practices and relationships between preparation and practices in the teaching of reading by 223 randomly selected English teachers in Indiana. Chi-square analysis of questionnaire results indicated (1) a majority of the sample accepted the responsibility of the high school for teaching both developmental and remedial reading (2) the teachers of English were very inadequately prepared from both a preservice and inservice point of view to teach reading, and (3) the extent and nature of preparation for teaching reading in the high schools has not improved in recent years. (Modification of questionnaire by George McGuire, St. Xavier College)

.....4006

STIEGLITZ, EZRA LOUIS. DEVELOPING COMPETENCY BASED TEACHER EDUCATION RESOURCE MODULES IN INDIVIDUALIZING INSTRUCTION AND TREATMENT OF SPECIAL READING DIFFICULTIES. PH.D. UNIVERSITY OF PITTSBURGH, 1972. ORDER NO. 73-4033, 222 PAGES.

Presents field test results for a Reading Difficulty module using 11 full time female University of Pittsburgh students and concludes that (1) students reacted favourably to the program (2) students entered the module with a limited number of skills (3) students progressed at different rates, and (4) most of the competencies were attained by the students in the final weeks of the pilot study.

.....4007

MALAK, JOSEPH FRANCIS. DEVELOPING COMPETENCY BASED TEACHER EDUCATION RESOURCE MODULES IN COMPREHENSION AND DIAGNOSTIC EVALUATION OF READING PROGRESS. PH.D. UNIVERSITY OF PITTSBURGH, 1972. ORDER NO. 73-4142, 275 PAGES.

Presents four resource modules including field test results for the Diagnostic Evaluation of Reading Progress module which was tested at the University of Pittsburgh using 10 full-time female Master's students. Concludes that (1) the students were able to progress at their own rate and work in areas of individual needs and interests (2) a competency based teacher education program utilizing modular design is feasible, and (3) students reacted positively and were generally willing to participate again in such a program.

.....4008

ROEHLER, LAURA RUGGLES. A COMPARISON OF SELF-PACING VERSUS INSTRUCTOR-PACING AS THEY AFFECT THE ACHIEVEMENT AND ATTITUDES OF PRESERVICE READING TEACHERS. PH.D. MICHIGAN STATE UNIVERSITY, 1972. ORDER NO. 73-5477, 214 PAGES.

Attempts to provide insight into the feasibility of providing self-pacing in an undergraduate reading methods course using 265 Michigan State students assigned to either a self-paced or an instructor paced method of instruction so that both methods included students who preferred and did not prefer that mode. Analyses of variance and covariance indicated that the two groups did not differ significantly in achievement and attitude, regardless of whether or not they were in a method of pacing they preferred.

(Pre and post measures of achievement; post measures of attitude; unobtrusive measures of attitude; student evaluation of the course)

.....4009

RAETSCH, FREDERICK CARL. THE EFFECT OF AFFECTIVE AND COGNITIVE TRAINING UPON ATTITUDES TOWARD STUDENTS, TUTORING PERFORMANCE AND ACADEMIC ACHIEVEMENT. PH.D. UNIVERSITY OF GEORGIA, 1972. ORDER NO. 73-5767, 146 PAGES.

Uses two sections of a reading methods course to compare the effect of cognitive and affective treatment sections upon the attitude and performance of pre-service teachers engaged in tutoring children with reading problems. Analyses of covariance and analyses of variance indicated no significant difference for the affective and cognitive groups on any student or teacher measure except for the Supervisory Rating Sheet which favoured the affective group.

(For pre-service teachers: Minnesota Teacher Attitude Inventory ; California F Scale ; Nelson Denny Reading Test ; Reading Skills Test ; Supervisory Rating Sheet. For Students: Stanford Diagnostic Reading Test ; Reading Attitude Index)

.....4010

JAKUPCAK, MICHAEL JOSEPH JR. JOB FUNCTIONS, ROLES AND VIEWS OF TRAINING OF LEARNING DISABILITY AND REMEDIAL READING PERSONNEL. ED.D. UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN, 1973. ORDER NO. 74-12,274, 140 PAGES.

Analyses 45 questionnaire responses from 84 potential subjects who had received master's degrees in learning disabilities or remedial reading at the University of Illinois and finds (1) learning disability personnel functioned in diagnostic remedial and consultative roles in individual or small group settings while remedial reading teachers assumed regular classroom assignment as well as diagnostic and remedial responsibilities with individuals and small groups (2) differences between the two groups involved diagnostic roles, direct involvement in remediation and perceptions of the children they served while similarities involved degree of interaction with parents, expressed need for better communication with classroom teachers and application of teacher made materials, and (3) both groups highly valued their graduate training in their respective fields with practicum experiences in supervised clinical settings indicated most relevant to their current positions. (Survey questionnaire)

.....4011

EDELMAN, EUGENE. LEVELS OF TEACHER READING-KNOWLEDGE AND PUPIL INITIAL-STATUS READING ACHIEVEMENT: THEIR RELATION TO LEVELS OF PUPIL RESIDUAL-READING ACHIEVEMENT GAIN. ED.D. UNIVERSITY OF MISSOURI-COLUMBIA, 1973. ORDER NO. 74-18,518, 134 PAGES.

Relates teacher knowledge and understanding of reading to student reading achievement using a sample of 3003 grades 4

through 6 students taught by 200 teachers in Chicago Public Schools. Correlational and chi-square analyses indicated (1) when data were analyzed without respect to levels of teachers or student performance, no relation appeared between teacher knowledge of reading and student residual achievement gain, and (2) when data were analyzed differentially with respect to levels of performance, there appeared to be an interaction effect on achievement gains related to the skills area measured, the teacher's knowledge and the pupils' initial status achievement level.

(Inventory of Teacher Knowledge of Reading ; Metropolitan Achievement Test)

.....4012

VASQUEZ, JAMES ALAN. THE RELATION OF TEACHER LOCUS OF CONTROL TO TEACHER CHARACTERISTICS AND STUDENT READING GAINS. PH.D. UNIVERSITY OF CALIFORNIA, LOS ANGELES, 1973. ORDER NO. 74-11,586, 182 PAGES.

Analyzes results of two locus of control instruments, Form A administered to 417 teachers, requesting them to indicate sources to which they attribute success in reading, and Form B administered to 420 teachers requesting indications of the sources of failure in reading and correlates the results of these instruments with students reading gain scores and with certain teacher characteristics. Concludes (1) no significant relationship appeared between locus of control and age, sex, or number of years teaching (2) highly significant correlations between locus of control and ethnicity and grade level taught, and (3) teachers attributed success and failure more often to students than to themselves.

(Two locus of control instruments)

.....4013

KLUMB, ROGER WILLIAM. THE EFFECTS OF MONITORING PUPIL PERFORMANCE AND TWO INCENTIVE TREATMENTS FOR TEACHERS ON PUPILS' READING SKILLS DEVELOPMENT AND TEACHERS' ATTITUDE. PH.D. THE UNIVERSITY OF WISCONSIN, 1973. ORDER NO. 73-30,325, 139 PAGES.

Investigates motivational treatments characterized by (a) pupil reading achievement monitored without feedback to teachers (b) social incentive given to teachers, and (c) money incentives given to teachers, and their effects on pupil reading achievement and staff teachers' perceptions of selected interpersonal variables. Analyses of variance performed on data from 15 schools involving 1703 students and 69 teachers in Connecticut, Illinois, Minnesota and Wisconsin, with each staff assigned to one of four randomly selected treatment groups indicated (1) in all treatment groups a higher percentage of students indicated mastery on the posttest than on the pretests (2) no significant differences in student gains by treatment group, and (3) no significant change of teachers' perceptions.

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(Wisconsin Design for Reading Skill Development; instrument designed by the Cooperative Project in Educational Development for teacher perception; Wisconsin Tests of Reading Skill Development)

.....4014

SABIN, JAMES EDWARD. THE EFFECTIVENESS OF READING METHODS COURSES IN DEVELOPING CERTAIN COMPETENCIES VITAL TO EFFECTIVE READING INSTRUCTION. ED.D. BALL STATE UNIVERSITY, 1973. ORDER NO. 73-19,991, 345 PAGES.

Compares gain scores on Teaching Tasks in Reading for 66 undergraduates receiving no reading methods instruction, 58 enrolled in a basic reading methods course, 32 taking a second undergraduate course in corrective reading and 88 graduate students in methods courses ranging from basic to advanced. Analysis of covariance and correlational analyses indicated a basic reading methods course is effective for the development of selected competencies vital to successful teaching of reading.

(Teaching Tasks in Reading , Form C-AD)

.....4015

NORMAN, BETTY LUCILLE CLASON. COMPARING FIRST YEAR TEACHING OF FORMER UNDERGRADUATE INTERNS AND FORMER STUDENT TEACHERS AS DETERMINED BY PUPIL READING ACHIEVEMENT GAINS. ED.D. UNIVERSITY OF HOUSTON, 1973. ORDER NO. 74-2870, 137 PAGES.

Investigates the effect of mode of field experience for 14 first year teachers who had completed an intern year in classrooms of their own and eight who had spent one semester as regular student teachers. Analyses of variance, correlational analyses and t-tests performed on data for 494 students randomly assigned to former interns' or student teachers' classrooms indicated a strong relationship between mode of field experience and gains in pupil reading achievement with students of former interns showing gains in achievement while students of former student teachers showed losses.

(Gates-MacGinitie Reading Tests)

.....4016

USOVA, GEORGE MICHAEL. A COMPARISON OF ATTITUDES TOWARD READING INSTRUCTION AMONG SECONDARY PRINCIPALS, SECONDARY READING SPECIALISTS, AND SECONDARY CONTENT AREA TEACHERS IN SECONDARY SCHOOLS IN PENNSYLVANIA AND WEST VIRGINIA. PH.D. UNIVERSITY OF PITTSBURGH, 1973. ORDER NO. 74-2103, 110 PAGES.

Employs a Likert scale of 20 attitude items completed by a secondary principal, a secondary reading specialist and a secondary content area teacher in a random sample of one-half of the Pennsylvania and West Virginia school districts to consider

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effects of position, geographic area, sex and type of reading program. Analyses of variance, t-tests and correlational analyses indicated (1) differences by position in Pennsylvania but not in West Virginia (2) significant differences among English, math, history and science teachers in both states, and (3) a significant relationship between sex and attitude in West Virginia but not in Pennsylvania.
(Developed attitude questionnaire)

.....4017

DISHNER, ERNEST KEITH. PROFICIENCY MODULES VERSUS TRADITIONAL TEACHING IN DEVELOPMENTAL READING METHODOLOGY COURSES. ED.D. UNIVERSITY OF GEORGIA, 1973. ORDER NO. 74-4782, 375 PAGES.

Compares subject matter knowledge and perceptions of instruction for randomly assigned experimental students (n=60) receiving instruction via proficiency models developed by the University of Georgia's Reading Department Staff and control students (n=57) taught in traditional classes with students blocked for autonomy/intelligence. Analyses of variance indicated (1) significant differences between groups on all subtests and total test score of a reading skills mastery test, with differences favouring the experimental group for all except "knowledge of classroom organization", and (2) significant differences in perceptions of instruction for eight items with seven of the differences favouring the module group.

(Edwards Personal Preference Schedule ; Otis Quick-Scoring Mental Ability Tests ; a reading skills mastery test; Scott's Inventory of Student Perceptions of Instruction)

.....4018

FERGUSON, JEAN MARIE. A COMPARISON OF TEACHING STRATEGIES IN DEVELOPMENTAL READING COURSES: SYSTEMATIC, INCLUDING A FLOW CHART AND ROLE PLAY VERSUS INFORMAL DISCUSSION. ED.D. UNIVERSITY OF OREGON, 1973. ORDER NO. 74-6825, 106 PAGES.

Compares the increase in learning between a treatment group using a systems approach including flow charting and role playing and a control group using informal discussion with a sample of 110 college students. Analysis using t-tests indicated no significant differences between control and experimental groups on a performance measure for the course text, California Phonics Survey, a semantic differential and an attitude questionnaire.

(Developed measure; California Phonics Survey ; semantic differential; developed attitude questionnaire)

.....4019

HEVENER, FILLMER JR. THE TYPES OF ORAL QUESTIONS ASKED BY STUDENT TEACHERS OF LITERATURE AT THE EIGHTH, NINTH AND TENTH GRADE LEVELS. ED.D. UNIVERSITY OF VIRGINIA, 1973. ORDER NO. 73-31,136 137 PAGES.

Analyzes questioning behaviour from 17 cassette tapes of 62 mailed to student teachers in Virginia who were asked to tape a typical literature class session, and finds (1) substantial use of the question as an instructional device (2) approximately two-thirds of the questions at lower cognitive and affective levels with over half the class discussion occurring at these levels, and (3) approximately 13 percent of the total class time spent discussing questions.

(Content analysis of transcriptions of tape recordings)

.....4020

HEIL, CAROLYN. A DESCRIPTION AND ANALYSIS OF THE ROLE OF THE TEACHER'S RESPONSE WHILE TEACHING A SHORT STORY. PH.D. UNIVERSITY OF PITTSBURGH, 1974. ORDER NO. 75-13,190, 131 PAGES.

Correlates teachers' personal responses to a literary selection, behaviour when teaching the selection and response to student essays on the selection, and concludes, following a modified case study analysis for eight participants, that there appears to be a strong relationship between these variables when response to student essays concerns substantive issues in the essay.

(Modified Purves categories for literary response)

.....4021

MAGNUSSON, PAUL CYRUS. THE STATUS OF LINGUISTIC STUDY IN THE PREPARATION PROGRAMS FOR READING TEACHERS AND READING SPECIALISTS IN WISCONSIN. PH.D. THE UNIVERSITY OF WISCONSIN - MADISON, 1974. ORDER NO. 74-30,117, 131 PAGES.

Investigates the opinions of Wisconsin reading professionals toward linguistic study in graduate reading programs using copies of all state-approved graduate reading programs and a questionnaire mailed to 61 reading professors and 416 reading teachers and specialists. Concludes (1) few reading professors, teachers or specialists have any linguistic course credits, although all groups agree that courses in psycholinguistics, sociolinguistics and language structure should be required for teacher and specialist certification (2) very limited attention appears to be given to linguistic courses for reading personnel in current Wisconsin programs, and (3) both groups ranked linguistics as low priority relative to other reading courses for teachers and middle priority for specialists.

(Two developed questionnaires)

.....4022

STRINE, GEORGE LESTER. ATTITUDE CHANGES OF ELEMENTARY UNDERGRADUATES DURING INSTRUCTION TO TEACH READING. D.ED. THE PENNSYLVANIA STATE UNIVERSITY, 1974. ORDER NO. 74-20,969, 148 PAGES.

Examines student attitudes concerning the teaching of reading for 30 State College Elementary Education students in Shippensburg using a 77 item Q-deck of reading teaching practices and a reading observation checklist for evaluation of classroom teaching behaviours. Concludes (1) student attitudes change only slightly from entry into a reading methods course through completion of a practicum (2) changes in attitude tend to be towards those of the methods professor with student teachers beginning their practicum assignments with attitudes similar to those of their supervising teachers, and (3) student teachers agreed with certain practices which they did not follow during their reading teaching experience. (Q-deck; reading observation checklist)

.....4023

ROBERTS, JOHN DAVID. IDENTIFICATION OF ORAL READING ERRORS AND EDUCATIONAL READING LEVELS ON INFORMAL READING INVENTORIES. ED.D. UNIVERSITY OF NORTHERN COLORADO, 1974. ORDER NO. 75-5436, 225 PAGES.

Using a sample of 48 graduate students in remedial reading courses at the University of Northern Colorado, assesses the extent to which competence in using informal reading inventories can be taught. Experimental students listened to taped recorded inventory administrations during two 50 minute practice-sessions using a feedback system. Analyses using t-tests indicated (1) both experimental and control groups made gains in ability to identify oral reading levels and (2) the experimental students were better able to identify oral reading errors but not functional reading level.

.....4024

SCHOENHOLZ, BARRY L. AN ANALYSIS OF EFFECTIVE TEACHING BEHAVIOUR AS RELATED TO VOCABULARY INSTRUCTION IN GRADES SEVEN, EIGHT AND NINE. ED.D. HOFSTRA UNIVERSITY, 1975. ORDER NO. 75-20,016, 166 PAGES.

Analyzes verbal and nonverbal behaviour of 15 junior high school student-teacher groups applying Flander's Interaction System Analysis System and the Galloway nonverbal system to videotapes of vocabulary lessons in content area classrooms. Finds (1) significant relationships between science achievement and percentage of teacher talk, between social studies achievement and percentages of implementary and personal behaviour, and between overachievement and implementary behaviour (2)

teacher talk constituted 73.3 percent of total tallies, with approximately 57 percent of teacher behaviour focused on lesson content, and a tendency toward direct rather than indirect behaviours, and (3) the most effective teachers spent more time praising and encouraging students, giving directions, having silence and confusion, and encouraging responses and student talk.

(Flander's Interaction Analysis System; Galloway nonverbal system; vocabulary test;

.....4025

FORTE, MYRTLE CECILE. A COMPARATIVE ANALYSIS OF PUPIL-TEACHER INTERACTION DURING EPISODES OF READING INSTRUCTION. PH.D. HOFSTRA UNIVERSITY, 1975. ORDER NO. 75-22,301, 266 PAGES.

Uses the Flander's Interaction Analysis System and the Criteria for Excellence in Teaching Reading to systematically observe, record and analyze verbal interaction during instruction from a basal reading text. Concludes, following correlational and factor analyses, (1) adequate information was obtained about the nature of the interactive process (2) pupil performance on a cloze test was enhanced by increased teacher talk, acceptance of pupil ideas and feelings, decreased teacher talk, and increased time spent giving directions and criticism (3) certain of the reading criteria supplemented the Flander's analysis, and (4) most teachers appeared to play a dominant role with teacher reception of student contributions characterized by positive motivation and reward.

(Flander's Interaction Analysis System; Criteria for Excellence in Teaching Reading; Cloze test)

.....4026

STEINRUCK, YVONNE SUI. THE EFFECTS OF INSTRUCTION IN MISCEANALYSIS ON TEACHERS' PERCEPTIONS OF THE READING PROCESS AND ON THEIR INSTRUCTION IN READING. PH.D. THE UNIVERSITY OF TOLEDO, 1975. ORDER NO. 76-8365, 157 PAGES.

Examines changes in teacher perceptions and practices following a workshop designed to help teachers (1) examine the reading process using instruction in miscue analysis (2) develop a psycholinguistic perspective of the reading process, and (3) translate this viewpoint into classroom practices. Data indicated changes in participants' perceptions, instructional emphasis and organization in the desired direction.

(Sui Test of Teacher Perception of the Reading Process and Sui Observation Scale of Reading Instruction developed by researcher)

.....4027

BROGDON, EDWIN MOORE. REMEDIAL READING MATERIALS AND METHODS USED BY SECONDARY TEACHERS OF ENGLISH, READING CHAIRPERSONS, AND SUPERVISORS OF READING IN SOUTH CAROLINA DURING THE 1974-1975 ACADEMIC YEAR. PH.D. UNIVERSITY OF SOUTH CAROLINA, 1975. ORDER NO. 76-10,444, 81 PAGES.

Presents results of a questionnaire mailed to personnel at all South Carolina high schools reporting that the majority of respondents did not use the selected survey, diagnostic or intelligence tests nor the selected basal and supplementary programs. Materials and methods most widely used were worksheets, individualized method, allowing students class time to read, record player and tape recorder.
(Investigator developed questionnaire)

.....4028

CHANDLER, EVELYN FINNELL. IMPROVING INSTRUCTIONAL EFFECTIVENESS THROUGH CONTENT AREA READING INSERVICE BASED ON NEEDS OF A HIGH SCHOOL STAFF. PH.D. UNIVERSITY OF COLORADO, 1975. ORDER NO. 76-11,562, 313 PAGES.

Using a static-group comparison design, investigates the effects of a three month series of inservice workshops offered for university credit and based on a needs assessment in a suburban Denver high school. Correlational analyses, t-tests and chi-squares performed on data for 18 volunteer participants and 18 controls indicated the experimental group performed significantly better on a Content Area Reading Instructional Skills Test which involved a series of videotaped simulated classroom situations.
(Content Area Reading Instructional Skills Test -researcher designed)

.....4029

BANDES, LUCILLE COLEMAN. THE PROFESSIONAL READING OF TEACHERS AS A FUNCTION OF THEIR PERSONAL CHARACTERISTICS IN INTERACTION WITH THEIR SCHOOL ENVIRONMENT. D.L.S. COLUMBIA UNIVERSITY, 1975. ORDER NO. 75-12,801, 233 PAGES.

Analyzes questionnaire and interview data involving 331 teachers and 18 librarians in 19 elementary and eight secondary schools to determine if differences exist between teachers who engage extensively in professional reading and those who do little or none. Analyses of variance, correlational and regression analyses indicated (1) elementary teachers were the heaviest readers (2) women read more than men (3) reading tended to increase with age up to 61 (4) a wide range of reading habits existed in relation to both quantity and type of material with most teachers clustered at the low end of the quality continuum, and (5) attitude toward teaching made the greatest contribution

to the variance in reading.

(Teacher questionnaire; librarian interview schedule; on-site observation)

.....4030

FLANAGAN, BEVERLY ANN CHIN. A COMPETENCY BASED ASSESSMENT OF SECONDARY TEACHERS' ATTITUDES AND PERCEPTIONS OF QUALIFICATION IN CONTENT AREA READING INSTRUCTION. UNIVERSITY OF OREGON, 1975. ORDER NO. 76-5164, 113 PAGES.

Considers data from 224 Oregon teachers responding to a mailed instrument consisting of 27 competencies which sampled the universe of skills in content reading instruction. Reports secondary teachers expressed positive attitudes and conceptions of competency with content area responsibility the major factor influencing attitudes and perceptions. Training in the teaching of reading and teaching experience also influenced perceptions of competency, but not attitudes.

(Developed survey instrument)

.....4031

LANFREY, JAMES FREDERICK. SELECTED READING SPECIALIST COMPETENCIES AND THEIR MODES OF ACQUISITION AS RATED BY THREE GROUPS OF EDUCATORS. ED.D. UNIVERSITY OF GEORGIA, 1975. ORDER NO. 76-6416, 221 PAGES.

(1) Finds significant differences between ratings of importance of reading specialist competencies between randomly selected groups of elementary school principals, college professors of reading and reading specialists. (2) College and university professors and reading specialists differed significantly in their ratings of selected modes of acquiring each competency.

(Competency Rating Scale and Mode of Acquisition Rating Scale designed by investigator)

.....4032

DIXON, NANCY POWELL. THE DEVELOPMENT OF A TEST TO MEASURE THE ABILITY OF STUDENTS IN TEACHER EDUCATION TO IDENTIFY COMPREHENSION ACTIVITIES IN TERMS OF CATEGORIES OF COMPREHENSION SKILLS. ED.D. OKLAHOMA STATE UNIVERSITY, 1975. ORDER NO. 76-9661, 73 PAGES.

Presents a 60 item multiple choice test with items consisting of questions similar to those found in elementary reading workbooks and selected to represent sub-types in each of the five major areas of the Barret taxonomy. Construct validation, involving t-tests on data for Oklahoma graduate students in reading education who either were or were not receiving instruction in reading comprehension and split-half reliability data are included.

(Researcher developed test)

.....4033

CHAPIN, LAURENCE RANDALL. AN ANALYSIS OF READING ACHIEVEMENT AND ITS RELATIONSHIP TO SELECTED FACTORS OF SURVEYED UTAH SECONDARY SCHOOL TEACHERS. ED.D. BRIGHAM YOUNG UNIVERSITY, 1976. ORDER NO. 76-9828, 109 PAGES.

Examines word analysis, study skills and reading comprehension scores of 352 teachers from ten subject areas using analysis of covariance and finds a significant difference between the score of English teachers and other major subject areas teachers. (Measures of word analysis, study skills and reading comprehension)

4.2 OTHER PERSONNEL

.....4201

SMITH, RONALD FRANCIS. DEVELOPMENT AND EVALUATION OF A TUTORIAL READING PROGRAM. PH.D. UNIVERSITY OF OREGON, 1970. ORDER NO. 71-10,784, 283 PAGES.

Presents a complete tutorial reading program and evaluates its effectiveness by having 10 ninth grade girls each teach their experimental program to one experimental subject and a placebo program consisting of Frostig worksheets and oral reading to a control subject. Following 42 thirty-minute treatment periods over 11 weeks, statistical analyses indicated no significant differences between control and experimental subjects with both groups showing significant gains.

(Criterion reading measures; reading tests for material not covered in the program)

.....4202

EAGLETON, CLIFFORD J. RECIPROCAL EFFECTS OF ELEVENTH AND TWELFTH GRADERS AS TUTORS TO SIXTH GRADERS IN READING, WRITTEN EXPRESSION AND ATTITUDE MODIFICATION. ED.D. THE AMERICAN UNIVERSITY, 1973. ORDER NO. 74-13,721, 165 PAGES.

Examines the effects of tutoring experience on 40 grade 11 and 12 students and on the 46 grade 6 students they tutored. Following 42 one and one half hour sessions, three each week, analysis of covariance on pre and posttest data for students involved and for those not participating in the tutoring program indicated (1) significant differences in favour of the grade 11 and 12 tutors only for self-concept and total attitude, and (2) no significant differences between the grade 6 students being tutored and others not involved in the program.

(Gates-MacGinitie Reading Tests , Survey D and Survey F; Loban

Guide for Rating Written Expression; Laurel School Survey Questionnaire)

.....4203

BIGLER, MARY AGNES GLENN. PARENTAL USE OF HOUSEHOLD LITERATURE TO REINFORCE SECONDARY SCHOOL READING INSTRUCTION. PH.D. THE UNIVERSITY OF MICHIGAN, 1974. ORDER NO. 75-10,133, 111 PAGES.

Defines and delineates reading skills needed by secondary students, presents activities designed to practice and reinforce these skills and presents results of field testing to determine whether parents could use the activities successfully. Parents of 20 students reading one to three grade levels below placement worked at least one hour a week for 16 weeks carrying out skills activities suggested by a teacher. The activities were generally considered successful.

(Questionnaire; interviews)

.....4204

WATSON, JERRY J. A STUDY OF ADULTS' REACTIONS TO CONTEMPORARY JUNIOR NOVELS REFLECTING ADOLESCENTS' INTEREST IN READING ABOUT ASPECTS OF PEER AND NON-PEER RELATIONSHIPS. PH.D. MICHIGAN STATE UNIVERSITY, 1974. ORDER NO. 74-27,503, 321 PAGES.

Investigates attitudes of (1) parents and teachers of adolescents and public, and (2) school librarians with adolescent clienteles toward controversial Junior Fiction and reports following content analysis that objectionable language was the most censorious literary aspect with references to sexuality next. Descriptions of anti-social behaviour were indicated least objectionable.

(Content analysis; survey)

.....4205

HOUSER, VERNON GALE. EFFECTS OF STUDENT AIDE EXPERIENCE ON TUTORS' SELF-CONCEPT AND READING SKILLS. ED.D. BRIGHAM YOUNG UNIVERSITY, 1974. ORDER NO. 74-27,252, 107 PAGES.

Compares gains in reading skills and self concept over six months for grade 7 and 8 students participating in a tutoring program for younger students with gains of a random sample of other Blackstock Junior High School students. Analysis of variance indicated significant gains for the experimental over the control students on both variables as well as a significant gain in reading speed and accuracy.

(Gates-MacGinitie Reading Test ; Piers-Harris Children's Self-Concept Scale)

.....4206

HALLICK, MARY P. A STUDY OF THE EFFECTS OF A TUTORIAL PROGRAM ON THE READING ACHIEVEMENT OF SEVENTH GRADE STUDENTS ENGAGED IN TUTORING SECOND GRADE STUDENTS. ED.D. MARQUETTE UNIVERSITY, 1974. ORDER NO. 74-22,292, 112 PAGES.

Examines changes in reading ability, attitudes toward self and attitudes toward reading for 49 seventh grade tutors scoring above 90 for IQ and 1.5 or more years below reading grade level, and for their subjects, 49 second graders scoring above 90 for IQ and at least .5 years retarded in reading. Analyses of covariance indicated no significant gains for the grade 7 students or for the grade 2 students on reading ability or attitudes toward self or reading.

(Otis-Lennon Test of Intelligence ; Stanford Achievement Test , Intermediate Battery; Large-Thorndike Intelligence Test ; Gates-MacGinitie Vocabulary and Comprehension Test ; Stanford Achievement Test ; Marquette Attitude Scale Toward Self ; Marquette Attitude Scale Toward Reading ; Gates-MacGinitie Reading Test , Primary B)

.....4207

KING, MARTHA BETENE. AN INVESTIGATION OF THE EFFECTS OF TRAINING ON THE UTILIZATION OF VARYING COGNITIVE CATEGORIES OF ORAL QUESTIONING BY CROSS AGE READING TUTORS. PH.D. UNIVERSITY OF MARYLAND, 1975. ORDER NO. 75-27,791, 104 PAGES.

Compares questioning behaviour of 30 high school seniors who were reading tutors randomly assigned to treatment and control groups with (1) treatment group receiving 19 hours instruction in oral questioning strategies (2) control group 10 hours inservice training involving analysis of an immediately previous tutoring session, and (3) a second control group 19 hours of story telling practice. Chi-square, Kolmarov-Smirnov and Mann-Whitney U tests applied to data from tape recordings of tutoring sessions indicated that the experimental group asked fewer total questions but over a greater range of cognitive categories. (Content analysis of taped recordings)

5. READING SKILLS

5.0 GENERAL

.....5001

TURNER, AARON LYNN. INTENSIVE USE OF THE SRA READING LABORATORY AT THE SEVENTH GRADE LEVEL. ED.D. UNIVERSITY OF ARKANSAS, 1963. ORDER NO. 63-6030, 45 PAGES.

Examines gain and retention scores for an experimental group of seventh graders at one junior high school with those for a control group at another school in the same city, where both experimental and control students received similar instruction for six and one-half months except for six weeks of intensive use of the Science Research Associates Reading Laboratory by the experimentals. No significant differences in reading achievement by treatment or sex were identified.

(Iowa Silent Reading Test , New Edition: Elementary Test)

.....5002

KRANER, ROBERT EUGENE. A COMPARISON OF TWO METHODS OF LISTENING AND READING TRAINING IN AN EIGHTH GRADE LANGUAGE ARTS PROGRAM. ED.D. NORTH TEXAS STATE UNIVERSITY, 1963. ORDER NO. 64-5179, 120 PAGES.

Compares the Listen and Read Program (LRP) to teacher constructed lessons composed of the same concepts as those found in the first 25 tapes of the LRP using 157 students in six English classes. Analysis of variance indicated that the LRP was an effective adjunct to the language arts program in producing significant achievement in listening comprehension, reading ability, following directions, recognizing transitions, reading graphic materials and capitalization and was significantly more effective with low ability students for several skill areas. (Tests for listening, reading, study skills and English)

.....5003

GOLD, LAWRENCE. A COMPARATIVE STUDY OF GROUP AND INDIVIDUALIZED READING INSTRUCTION WITH HIGH SCHOOL STUDENTS: AN EVALUATION OF THE EFFECTIVENESS OF GROUP AND INDIVIDUALIZED READING INSTRUCTION FOR THE IMPROVEMENT OF READING ACHIEVEMENT AND PERSONALITY ADJUSTMENT OF TENTH GRADE STUDENTS. PH.D. NEW YORK UNIVERSITY, 1963. ORDER NO. 64-6554, 147 PAGES.

Evaluates a group and an individualized reading program using two groups of 20 tenth grade students matched on reading

achievement, personality and intelligence, and similar in self-perceived reading problems and needs. Following 20 instructional sessions over a three month period no statistically significant differences in improvement of reading achievement, personality adjustment or level of self-perceived reading problems and needs were indicated.

(Measures of reading achievement, personality adjustment and self-perceived reading problems and needs)

.....5004

HOLLINGSWORTH, PAUL M. A STUDY TO COMPARE THE EFFECT OF TWO LISTENING PROGRAMS ON READING ACHIEVEMENT AND LISTENING COMPREHENSION. ED.D. ARIZONA STATE UNIVERSITY, 1964. ORDER NO. 64-12,822, 95 PAGES.

Uses commercial programs published by the Educational Development Laboratories and Science Research Associates with one taped lesson presented each week for 10 weeks to two experimental grade 8 groups while a control group received no instruction. Chi-square analysis indicated no significant differences for reading or listening achievement.

(Stanford Achievement Test ; Otis Quick-Scoring Mental Ability Tests ; Sequential Tests of Educational Progress , Listening Test)

.....5005

DIRIENZO, ANGELO EUGENE. A COMPARISON OF SEVENTH AND EIGHTH GRADE PUPIL ACHIEVEMENT IN A BASAL AND NON-BASAL READING PROGRAM. PH.D. THE UNIVERSITY OF CONNECTICUT, 1964. ORDER NO. 65-2703, 162 PAGES.

Investigates basal and non-basal programs with two grade 8 and two grade 7 groups assigned to each program. Analysis of test scores following one semester of instruction indicated no significant differences in achievement or attitude.

(Long Silent Reading Test , Form AM & CM; Science Research Associates Junior Inventory ; recreational reading records)

.....5006

MARTIN, LOIS ESTELLE. A COMPARATIVE ANALYSIS OF THE RESULTS OF TWO APPROACHES TO READING INSTRUCTION UPON SEVENTH GRADE STUDENTS. ED.D. NORTH TEXAS STATE UNIVERSITY, 1964. ORDER NO. 64-7761, 137 PAGES.

Compares instruction specifically emphasizing reading skills with instruction using regular classroom activities using 290 seventh grade students and finds, following t-tests, significant gains in references and charts favouring the reading instruction group.

(California Test of Mental Maturity ; Diagnostic Reading Tests

, Booklets I and II, Form A and Work-Study Skills Form A)

.....5007

MALONE, JAMES FRANKLIN. THE RELATIVE EFFECTIVENESS OF CONTROLLED READING VERSUS REGULAR CLASSROOM INSTRUCTION IN RATE AND COMPREHENSION WITH SELECTED EIGHTH GRADE STUDENTS. ED.D. NORTH TEXAS STATE UNIVERSITY, 1964. ORDER NO. 65-1145, 102 PAGES.

Applies analysis of variance to mean reading scores for four eighth grade classrooms, two randomly assigned to controlled reading and two to regular reading classes and finds a statistically significant difference only between one group and the other three groups. States that statistical effectiveness is lessened when groups are heterogeneous and not matched on IQ.

(Iowa Silent Reading Tests)

.....5008

PETERSON, RAYMOND PETER. A COMPARISON OF THE READING AND SPELLING ACHIEVEMENT OF GROUPS OF ENGLISH AND AMERICAN CHILDREN. PH.D. THE UNIVERSITY OF MICHIGAN, 1964. ORDER NO. 64-12,658, 201 PAGES.

Compares scores of more than 300 children at each of ages 7, 11, and 14 in Leeds, England, with comparable students in Pinellas County, Florida, on Stanford Achievement Tests, paragraph meaning and word meaning and with Jackson, Michigan, students on the Metropolitan Achievement Test, spelling. Finds, generally, the Leeds sample lost their initial advantage on paragraph meaning with age, but retained it on word and spelling tests.

(Stanford Achievement Test, paragraph meaning and word meaning; Metropolitan Achievement Test, spelling)

.....5009

MORTON, LEONARD. THE INFLUENCE OF INSTRUCTION IN CRITICAL THINKING ON ACHIEVEMENT IN CERTAIN ASPECTS OF THE ENGLISH LANGUAGE ARTS. ED.D. YESHIVA UNIVERSITY, 1964. ORDER NO. 65-4114, 194 PAGES.

Relates instruction in critical thinking to improved achievement in reading, English usage, spelling and literature and investigates the difference in critical thinking between students taught with television and those exposed to conventional instruction using 180 grade 9 students. Reports (1) critical thinking instruction resulted in significant test score gains (2) conventional instruction was superior to television, and (3) a relationship between critical thinking and achievement gains was indicated only for reading.

(New York State Junior High School Survey Test; Watson-Glaser Critical Thinking Appraisal)

.....5010

WEPPNER, DANIEL BEYER. READING IN GRADES SEVEN, EIGHT AND NINE: A STATISTICAL EVALUATION AND A NORMATIVE SURVEY. ED.D. WESTERN RESERVE UNIVERSITY, 1965. ORDER NO. 66-5218, 261 PAGES.

Surveys practices in 2001 Ohio schools and evaluates a developmental reading program at Chagrin Falls Junior High School comparing data for experimental students participating in the program with that for controls. Reports no significant differences in favour of the experimental group. Few Ohio schools had reading laboratories and generally, reading specialists were not adequately prepared.

(Iowa Silent Reading Test ; California Achievement Test ; survey questionnaire)

.....5011

D'AURNZIO, ANTHONY. AN INVESTIGATION OF THE EFFECTS OF THREE DIFFERENT READING PROGRAMS ON JUNIOR HIGH SCHOOL STUDENTS. ED.D. TEMPLE UNIVERSITY, 1965. ORDER NO. 65-9475, 439 PAGES.

Uses three groups of 20 Caucasian seventh graders matched on CA, IQ, reading grade, years in school and sex and assigned to (a) experience with investigator (b) basal instruction with investigator, or (c) basal instruction without investigator, for an eight month study. Finds that group (a) scored significantly higher than group (b) on word recognitions, English usage and intelligence tests and significantly higher than group (c) on speed, word recognition and performance.

(Gates Reading Survey ; Wechsler Intelligence Scale for Children ; Stanford Achievement Test , Comprehension; Philadelphia English Usage Test ; Philadelphia Mental Ability Test ; Otis Quick-Scoring Test of Mental Ability)

.....5012

WITHAM, ANONTHY PATRICK. AN INVESTIGATION OF A CONTROLLED READING TECHNIQUE WITH EIGHTH-GRADE STUDENTS. ED.D. WAYNE STATE UNIVERSITY, 1966. ORDER NO. 67-10,498, 439 PAGES.

Reports data from nine sections of English randomly assigned to (1) a machine oriented group using the Controlled Reader (2) a materials oriented group using more conventional approaches to increase rate and comprehension, and (3) a control group following the typical language arts course of study for a ten week period. Analysis of covariance using criterion measures taken 14 weeks after the study indicated both experimental groups scored significantly higher than the control group with the machine oriented group somewhat higher than the materials group in eye-movement efficiency skills, speed and accuracy, and rate of reading.

(Standardized reading tests; eye-movement camera)

.....5013

SMITH, JAMES WILLIAM. AN ASSESSMENT OF CURRENT PRACTICES DESIGNED TO IMPROVE HIGH SCHOOL STUDENTS' READING ABILITY. ED.D. UNIVERSITY OF CALIFORNIA, BERKELEY, 1966. ORDER NO. 67-4980, 103 PAGES.

Appraises an intensive 30 session developmental reading unit designed to improve rate and comprehension and offered in a reading center which was included in the curriculum for all grade 9 students at one school, comparing scores with those from another school where the regular English course was studied. Mean increases of the reading program students were significantly greater except for reading comprehension scores of the honours group and the reading rates of the basic curriculum group.

(Measure of reading achievement)

.....5014

WAHOSKI, LAWRENCE ANDREW. A COMPARATIVE ANALYSIS OF THREE INSTRUCTIONAL METHODS IN A DEVELOPMENTAL READING PROGRAM. ED.D. ARIZONA STATE UNIVERSITY, 1966. ORDER NO. 66-6907, 180 PAGES.

Compares data for 114 experimental ninth graders receiving reading instruction from a reading specialist aided by a regular English teacher, 42 experimental students receiving instruction from a reading specialist only, and 122 controls receiving regular reading instruction in their English class, and finds both experimental methods significantly superior to the control for reading achievement, but neither superior to the other. No significant difference was found among the methods in retention of reading skills.

(Measures of reading achievement)

.....5015

TURNER, DONALD GENE. A COMPARISON OF THE ACADEMIC ACHIEVEMENT IN READING AND WRITING BY STUDENTS ENROLLED IN PROJECT ENGLISH CLASSES WITH THAT OF NON-EXPERIMENTAL STUDENTS. PH.D. PURDUE UNIVERSITY, 1967. ORDER NO. 67-16,720, 111 PAGES.

Examines the effects of experimental materials and procedures using seventh grade students from School A, in an upper middle class area, and School B in a lower SES area, with 83 students taught under the experimental curriculum and 241 the regular curriculum. Individuals from the control group were matched with experimental students on IQ and reading grade equivalents. Results of the Sequential Tests of Educational Progress indicated (1) in School A, experimental students scored significantly higher on reading achievement with girls and students with higher IQ and reading scores having the highest gains, and (2) students from School B showed no significant gains in reading or writing achievement attributable to the

experimental curriculum.

(Sequential Tests of Educational Progress ; measures of IQ and reading achievement)

.....5016

YANUZZI, JOAN RUFF. AN EXPERIMENTAL STUDY OF THE EFFECTIVENESS OF A COURSE IN LEARNING-TO-LEARN. PH.D. CORNELL UNIVERSITY, 1967. ORDER NO. 67-15,381, 237 PAGES.

Evaluates a program designed to train students in comprehension skills, memory improvement and error suppression and to develop analytical and searching attitudes using 75 students who had just completed grade nine, randomly assigned to one of four groups - two receiving instruction in learning-to-learn, one in study skills and one no instruction. Concludes, following 20 hours of instruction over a four week summer interval, that the learning-to-learn experience resulted in significant transfer effects in critical thinking and numerical problem solving but not in verbal reasoning, subsequent academic achievement or affective variables.

(Measures of critical thinking, numerical problem solving, verbal reasoning and affect; school records)

.....5017

TURNER, WILLIAM JOE. A STUDY OF THE EFFECTIVENESS OF TEACHING METHODS OF STUDY TO SELECTED HIGH SCHOOL FRESHMEN. PH.D. UNIVERSITY OF SOUTHERN CALIFORNIA, 1967. ORDER NO. 67-10,777, 130 PAGES.

Assesses the effectiveness of the SQ3R method randomly assigning ninth grade volunteers from a large suburban school to experimental and placebo groups which met weekly for one class period over seven months. No significant differences in subject matter achievement or GPA was found between the experimental-group, taught to study more effectively using SQ3R, and the placebo group, participating in group guidance sessions. Feelings of students towards themselves were not significantly improved, and in some cases, feelings toward school, teachers and reading deteriorated.

(Cooperative English Test ;Webb-Harris Word Meaning Test; teachers' grades)

.....5018

FARR, ROGER CHARLES. THE INFLUENCE OF HIGHLY FRUSTRATING READING EXPERIENCES ON THE PERFORMANCE OF SEVENTH-GRADE STUDENTS. ED.D. STATE UNIVERSITY OF NEW YORK AT BUFFALO, 1967. ORDER NO. 67-13,519, 167 PAGES.

Uses reading achievement, anxiety scale and intelligence test data on 650 seventh graders randomly assigned to frustrating or

easy selections finding no significant differences in task performance after reading a frustrating selection compared with an easy selection and no significant interactions involving anxiety level and reading ability level.

(Wechsler Intelligence Scale for Children ; Gates Reading Survey ; Sarason's Test Anxiety Scale for Children)

.....5019

SWIERCZENSKI, EUGENE THOMAS. THE EFFECT OF INTENSIVE READING INSTRUCTION IN ACHIEVEMENT IN READING OF NINTH GRADE STUDENTS. ED.D. NORTHERN ILLINOIS UNIVERSITY, 1968. ORDER NO. 69-3107, 129 PAGES.

Examines the effects of nine weeks of daily 55 minute periods of reading instruction using 700 ninth grade students from three graduating classes in a Midwest suburban high school with two graduating classes serving as controls and the third as the experimental group. Analysis of variance involving pretesting in the spring of eighth grade and the fall of ninth and posttesting in the spring of the ninth and again a year later indicated (1) the intensive reading course significantly increased vocabulary, speed and total reading skills (2) initial reading ability did not appear to be a factor in the effectiveness of the program, and (3) retention tests after one year indicated the experimental group still scored significantly higher at all ability levels.

(Cooperative English Tests:Reading)

.....5020

PIERCEY, DOROTHY JANE. THE PERFORMANCE OF SECONDARY STUDENTS IN A SELF-SELECTED, SELF-IMPROVEMENT, NON-CREDIT COURSE IN READING EFFICIENCY. PH.D. UNIVERSITY OF ARIZONA, 1969. ORDER NO. 69-8528, 189 PAGES.

Considers pre, post and retention test data for 28 academically average or above average students completing a nine week reading program involving self-responsibility, voluntary participation, self-direction, self-appraisal and a new teacher-guidance technique, "interlogue". Wilcoxin's matched pairs signed ranks test and t-tests indicated (1) significant gain and retention of gain for average rate of reading (2) significant increases on self-ratings of reading efficiency and of school self-esteem (3) on "easy" materials, comprehension scores significantly decreased on posttests but returned to original levels on retention tests, and (4) on materials at grade level no significant gains at posttesting but gains four months later on the retention tests.

(Rate-words per minute; standardized and informal reading tests; daily activity sheets; free response questions; a checklist;tapes; tests from commercially prepared materials)

.....5021

FILLMAN, TONY WAYNE. THE EFFECTS OF TEACHING STUDY SKILLS AND READING, WRITING, AND LISTENING SKILLS AS A SPECIFIC COURSE OF STUDY FOR NINTH-GRADE STUDENTS. ED.D. NORTH TEXAS STATE UNIVERSITY, 1969. ORDER NO. 69-19,934, 136 PAGES.

Compares gain scores of 75 experimental students given an 18 week course in reading, writing, listening and study skills with those of 75 controls matched on desire to take the course, sex and IQ who received an 18 week course in World Geography. Using the standard error of difference formula, concludes (1) experimentals gained significantly more in study skills with experimental boys gaining more than control boys, and (2) the upper third of the experimental group gained significantly more than the lower third on reading skills, while in listening skills the middle third of the experimentals gained more than the lower third.

(Tests of reading, writing, listening and study skills)

.....5022

GREEN, RICHARD T. EVALUATION OF MATERIALS DESIGNED TO IMPROVE THE BALANCE IN READING BETWEEN COMPREHENSION AND RATE. ED.D. BOSTON UNIVERSITY SCHOOL OF EDUCATION, 1971. ORDER NO. 71-27,477, 460 PAGES.

Assesses a 30 lesson unit of convergent and divergent thought production exercises designed to slow down students who read too swiftly and speed up those who read too slowly using 54 experimental and 49 control students in grade 9 at a Massachusetts high school. Analyses of variance, covariance and regression indicated a highly significant difference favouring the experimental group in the improvement of balance between comprehension and rate with sex and IQ not significant.

(Science Research Associates Tests of Educational Ability ; Davis Reading Test)

.....5023

GHALTNEY, WAYNE KEITH. READING IN UPWARD BOUND: AN EVALUATION OF A READING IMPROVEMENT COURSE AND AN ANALYSIS OF SOME CORRELATES OF READING ACHIEVEMENT. ED.D. UNIVERSITY OF GEORGIA, 1971. ORDER NO. 72-2486, 131 PAGES.

Evaluates a seven week summer reading improvement program at Murray State University, Kentucky, using data for randomly assigned experimental students who participated in the program and controls who did not. Posttests and delayed posttests indicated no significant differences in reading achievement gains in favour of either group.

(Kuhlmann Anderson Test ; Brown-Carlson Listening Comprehension Test ; Edwards Personal Preference Schedule ; California Reading Test)

.....5024

STARCHEN, RONALD ROSCOE. THE EFFECTIVENESS OF VIDEO TAPING AND PLAYBACK EQUIPMENT FOR TEACHING READING IN THE SECONDARY SCHOOL. PH.D. THE UNIVERSITY OF ARIZONA, 1971. ORDER NO. 71-22,641, 120 PAGES.

Explores changes in reading skills and behaviour and attitudes toward a commercially available video developmental reading program consisting of 36 video tapes each 30 minutes in length. Data for 361 secondary students from three schools indicated gains of 4) percentile rank scores for rates, 7.5 for comprehension and 6.5 for vocabulary. Reading behaviour did not change and students manifested a nearly neutral attitude towards instructional television.

(Nelson-Denny Reading Test , Vocabulary, Comprehension and Rate, Forms A and B; Nebraska Attitude Inventory ; library circulation data)

.....5025

CHAPPIE, DAVID ALEXANDER. CAN WAKING SUGGESTION BE AS EFFECTIVE AS HYPNOSIS IN INCREASING READING EFFICIENCY? PH.D. UNITED STATES INTERNATIONAL UNIVERSITY, 1971. ORDER NO. 72-18,626, 119 PAGES.

Compares hypnosis, waking suggestion and control groups on gains in reading efficiency following one treatment session and finds no significant differences involving pre, post and follow up test scores.

(Reading efficiency measure)

.....5026

REED, MARY MAHONEY. SOME EFFECTS OF ORAL PRESENTATION ON READING ACHIEVEMENT IN GRADES SEVEN AND EIGHT IN AN INNER CITY SCHOOL. PH.D. UNIVERSITY OF PITTSBURGH, 1972. ORDER NO. 73-13,233, 140 PAGES.

Compares intact classes of grade 7 (n=127) and grade 8 (n=111) inner city Pittsburgh students designated experimental or control with experimental groups subjected to oral presentations on materials twice weekly over 30 weeks. Analyses of variance and correlational analyses indicated (1) experimental groups performed significantly better on Vocabulary Listening, and (2) a number of significant grade-treatment interactions occurred. Cautions that generalizations are not possible beyond the population involved.

(Durrell Listening-Reading Series , Advanced Level Test, Forms DE and EF; Iowa Silent Reading Test , Elementary Battery, Forms AM, BM, CM, and DM)

.....5027

SCHARFENSTEIN, LESLIE LLOYD. AN INVESTIGATION OF THE RELATIVE EFFECTIVENESS OF A CONTROLLED READING PROGRAM USED IN CONJUNCTION WITH A BASAL READING PROGRAM AT THE MIDDLE GRADES LEVEL. ED.D. UNIVERSITY OF MISSISSIPPI, 1973. ORDER NO. 73-32,025, 64 PAGES.

Compares five control groups using the Scott-Foresman Basal Reading Manual with five experimental groups supplementing this instruction with three half hour sessions each week using the controlled reader and related materials. Students (n=150), randomly assigned to control and experimental groups, met daily for one hour in the language arts centre at Arabi Elementary School, Louisiana, for ten weeks. Although analyses of covariance indicated a treatment effect for vocabulary no conclusions are found tenable regarding the effectiveness of the controlled reading program and further study is recommended. (California Short Form Test of Mental Maturity ; Gates-MacGinitie Reading Tests)

.....5028

BUCHANAN, ROBERTA MORRILL. THE PREPARATION AND EVALUATION OF A PROGRAM FOR DEVELOPING READING AND SPEECH SKILLS THROUGH AN ORAL-AURAL APPROACH IN GRADES NINE, TEN, ELEVEN AND TWELVE. ED.D. BOSTON UNIVERSITY SCHOOL OF EDUCATION, 1973. ORDER NO. 73-23,539, 462 PAGES.

Presents a workbook for developing silent reading, comprehension, vocabulary, study skills, conversation, spontaneous expression, oral reading skills, speech and listening skills and evaluates it using gain scores for 82 students randomly assigned to control (Galaxy Reading Program) or experimental groups (prepared workbook) meeting 40 minutes each week for 17 weeks. Finds no significant differences between experimental and control groups on any test at any level. (Otis-Lennon Mental Ability Test ; California Reading Test ; Gray Oral Reading Test ; Buchanan Experimental Test in Reading, Speaking and Outlining)

.....5029

MAGGART, WILLIAM T. A COMPARISON OF TECHNOLOGICAL AND TRADITIONAL METHODS OF READING INSTRUCTION, ACHIEVEMENT AND SELECTED CHARACTERISTICS OF EIGHTH-GRADE STUDENTS. PH.D. SOUTHERN ILLINOIS UNIVERSITY, 1973. ORDER NO. 74-6273, 297 PAGES.

Performs analyses of variance on data from two groups of experimental students (n=67) receiving technological reading and language instruction and matched on race, sex, IQ and reading achievement with two groups of control students (n=67) receiving traditional instruction. Concludes that differential rates of

achievement or affective characteristics were not a function of the method of instruction. (Individual and group standardized reading and language tests; psychometric measure of motivational orientations; test to measure potential of dropout characteristics; student attendance records)

.....5030

HOELTZEL, RODNEY CLEVE. READING RATES AND COMPREHENSION AS AFFECTED BY SINGLE AND MULTIPLE-RATIO SCHEDULES OF REINFORCEMENT WITHIN A TOKEN ECONOMY AS MEASURED BY PRECISION TEACHING TECHNIQUES. PH.D. UNIVERSITY OF SOUTHERN CALIFORNIA, 1974. ORDER NO. 74-9066, 238 PAGES.

Reports detailed observations of four students exposed to an experimental text yoked to a control text for seven school weeks. Examines results to determine the effect of reinforcement, efficacy of teaching techniques and the value of trend analysis as a guideline for program change and finds a predictable profile for one subject.

(Chart of daily reading rates; measure of comprehension)

.....5031

HOYT, JAMES ROBERT. EFFECTS OF AN INDIVIDUALIZED READING PROGRAM AND COMMUNICATIONS SKILLS THROUGH AUTHORSHIP ON THE LANGUAGE AND READING EXPERIENCE OF RELUCTANT READERS AT THE SECONDARY LEVEL. ED.D. UNIVERSITY OF IDAHO, 1973. ORDER NO. 74-4063, 177 PAGES.

Investigates an individualized reading program complemented by Communication Skills Through Authorship (CSTA) using tenth grade Lewiston, Idaho, reluctant readers randomly assigned to one of four classes in Communications Skills. Analyses of variance and t-tests performed on actual and projected posttest scores indicated the program was successful in improving word and paragraph meaning scores.

(Stanford Achievement Test , Reading; San Diego County Inventory of Reading Attitude)

.....5032

WARDELL, PATRICIA MURRAY. THE DEVELOPMENT AND EVALUATION OF A READING PROGRAM DESIGNED TO IMPROVE SPECIFIC SKILLS IN READING A NEWSPAPER. ED.D. BOSTON UNIVERSITY SCHOOL OF EDUCATION, 1973. ORDER NO. 73-23,625, 513 PAGES.

Using a workbook developed to enhance newspaper reading skills and two forms of a test to evaluate these skills concludes from analyses of variance and covariance on data for 130 male and 170 female grade 9 students (1) classroom use of materials based on actual newspaper writing increased proficiency in distinguishing between facts and opinions, major and minor details **3d, 7 total**

newspaper reading ability (2) females excel males in distinguishing between facts and opinions, following directions, reference skill, total newspaper reading ability and total reading comprehension, and (3) students with high IQ and low SES, and low IQ and high SES seem to benefit most from instruction in newspaper reading skills.

(Otis-Lennon Mental Ability Test , Form J; California Reading Test , Junior High Level, Forms W and Y; Watson-Gleser Critical Thinking Appraisal , Forms YH and ZH)

.....5033

DECH, HAROLD ROBERT. THE EFFECT OF STORY-RELATED FILMS AND NON-STORY RELATED FILMS UPON THE VOCABULARY AND READING COMPREHENSION OF EIGHTH GRADERS. ED.D. LEHIGH UNIVERSITY, 1973. ORDER NO. 74-6679, 83 PAGES.

Considers the effects of story related and non-story related films on comprehension and vocabulary of three groups of grade 8 students (n=99). Finds, following analysis of covariance, covarying on intelligence, no significant differences among the three groups for vocabulary or comprehension, suggesting the traditional basal reader approach is as effective alone as when supplemented by other techniques.

(Gates-MacGinitie Reading Test , Survey E, Forms 1 and 3; Large-Thorndike Intelligence Test)

.....5034

BURNHAM, CAROLYN JOAN STIGMAN. READING ACHIEVEMENT SURVEY IN GRANITE SCHOOL DISTRICT- A DIAGNOSTIC STUDY OF SKILLS AND DEFICIENCIES OF SEVENTH GRADE STUDENTS. PH.D. UNIVERSITY OF UTAH, 1974. ORDER NO. 75-597, 192 PAGES.

Analyzes test results for a stratified sample of nine schools representing three SES groups and involving 612 sixth grade students and concludes (1) sex, mental ability and school variables have highly significant effects on reading achievement (2) ethnic background was generally insignificant, and (3) differences between SES groupings were most obvious. Local norms and prediction equations enabling diagnostic scores to be predicted from knowledge of reading achievement were developed.

(Stanford Achievement Test (1964), Intermediate II; Stanford Diagnostic Reading Test (1966), Level II; measure of mental ability)

.....5035

FITZGERALD, BILLY J. AN ANALYSIS OF COMPUTER ASSISTED INSTRUCTION IN THE READING PROGRAM AT CARL HAYDEN HIGH SCHOOL. ED.D. ARIZONA STATE UNIVERSITY, 1974. ORDER NO. 74-20,129, 71 PAGES.

Finds no significant differences for gains in comprehension, vocabulary, syllabication, sound discrimination, cost of instruction, attendance or drop-out rate following analyses of covariance on data from four experimental (computer assisted) and four control grade 9 classes containing 105 randomly selected students.

(Stanford Diagnostic Reading Test ,Level II; student records)

.....5036

WASHBURN, RUSSEL HUBERT. SOME EFFECTS OF THE PERIODIC REINFORCEMENT OF READING SKILLS IN A DEVELOPMENTAL READING PROGRAM AT THE SECONDARY LEVEL. UNIVERSITY OF WYOMING, 1974. ORDER NO. 75-240, 101 PAGES.

Compares gains in reading rate, comprehension and efficiency among (1) an experimental group participating in a developmental reading program and a reinforcement period (2) a control group participating in the developmental program, and (3) an external group, using three World Literature classes at Ritenour High School, St. Louis, Missouri, involving 77 grade 10 students. Analyses of variance and covariance and t-tests indicated significant differences in favour of the experimental group for rate and efficiency, but not for comprehension.

(Measures of reading rate, comprehension and efficiency)

.....5037

BILLMAN, JOE THOMAS. THE EFFECTS OF IRRELEVANT CONCURRENT PSYCHOMOTOR ACTIVITY ON THE ABILITY TO COMPREHEND COMPRESSED SPEECH. PH.D. THE UNIVERSITY OF OKLAHOMA, 1975. ORDER NO. 76-3084, 157 PAGES.

Reports that two pilot studies (n=40 and n=32) and a main study (n=120) indicated, following analyses of variance, that the performance of up to three bits of psychomotor activity did not produce a significant effect on listening comprehension of compressed speech at 250 and 275 words per minute.

(Sequential Tests of Educational Progress ,Listening Test, Part 2, Form 1A)

.....5201

HOGAN, FLORENCE PEARL. COMPARISON OF TWO METHODS OF TEACHING WORD MEANING THROUGH THE USE OF WORD PARTS IN GRADES TEN, ELEVEN, AND TWELVE. ED.D. BOSTON UNIVERSITY SCHOOL OF EDUCATION, 1961. ORDER NO. 61-3358, 204 PAGES.

Compares an independent discovery method using the classification technique with a usage method similar to lessons outlined in word study books at the high school level. Concludes following ten minute treatment periods each day for ten weeks involving 511 students that the study of word parts is an effective means of teaching vocabulary to high school students, with the independent discovery method superior to the usage method.

(Ofis Intelligence Test ; Cooperative Reading Comprehension Test ; Morrison McCall Spelling Scale ; Beckwith-Hedrick Visual Memory Test ; developed Applied Word Parts Test)

.....5202

WALKER, WILLIAM RAY. FACTORS INFLUENCING RETENTION OF READ ENGLISH WORDS. PH.D. THE UNIVERSITY OF WISCONSIN, 1964. ORDER NO. 64-13,932, 97 PAGES.

Considers frequency of appearance, part of speech and number of associations stimulated by words as these affect retention using 18 words presented to 72 grade 9 boys in a serial retention task and one month later in an associational fluency test. Analysis of variance indicated a significant but uneven effect for frequency of usage with concrete nouns easier to recall and stimulating more associations than abstract nouns or verbs.

(Serial retention task; associational fluency task)

.....5203

AMES, WILBUR STANLEY. A STUDY OF THE PROCESS BY WHICH READERS DETERMINE WORD MEANING THROUGH THE USE OF VERBAL CONTEXT. ED.D. UNIVERSITY OF MISSOURI, 1965. ORDER NO. 65-14,463, 180 PAGES.

Identifies and classifies contextual aids serving as clues to meaning which might be attached to simulated words using an introspective technique to study the thought processes of advanced graduate students. An analysis of responses to 334 contextual situations yielded a classification scheme having substantial reliability. Concludes the use of verbal context aids appears to be a useful approach to derivation of word meaning for unfamiliar words and is conditioned to a degree by the form classes to which the words belong.

(Content analysis of responses to contextual situations)

.....5204

ROBINSON, JOANNE ADLEY. THE DEVELOPMENT OF CERTAIN PRONUNCIATION SKILLS IN THE CASE OF SUFFIXED WORDS. ED.D. HARVARD UNIVERSITY, 1967. ORDER NO. 67-14,243, 185 PAGES.

Examines the development of ability to form suffixed words and pronounce these with correct syllabic stress during the period from grade 3 to adulthood. Results of a study involving a series of pseudo and actual English words ending in -tion and -ity some of which required a shift in syllabic stress indicated (1) regular developmental progressions in the abilities measured (2) actual words were more easily handled than pseudo words, and (3) interaction between ability to handle stress shift and the suffix involved.

(Vocabulary and pronunciation measures)

.....5205

GEIGER, EVANGELINE DRURY. AN INVESTIGATION OF THREE METHODS OF TEACHING VOCABULARY AT THE JUNIOR HIGH LEVEL. ED.D. UNIVERSITY OF CALIFORNIA, BERKELEY, 1967. ORDER NO. 68-7, 174 PAGES.

Compares use of a programmed text, a programmed text augmented by listening assistance and a programmed text augmented by a word analysis supplement using 16 seventh and eighth grade classes practicing 15 minutes daily. Concludes (1) vocabulary can be developed at the seventh grade level using a programmed text emphasizing context clues, and (2) listening assistance but not the word analysis supplement contributed to the effectiveness of the text.

(Measure of reading vocabulary)

.....5206

GUTKOSKA, JOSEPH PETER. THE INFLUENCE OF THE SUPPLEMENTARY VOCABULARY PROGRAM ON THE IMPROVEMENT OF READING VOCABULARY. ED.D. UNIVERSITY OF MARYLAND, 1967. ORDER NO. 68-507, 415 PAGES.

Examines the effects of instruction in reading vocabulary using 42 schools in the Archdiocese of Baltimore divided into equal groups (A) employing the Supplementary Vocabulary Program designed by the author (B) using the published Words Are Important program and (C) using no formal program, over a 30 week period. Analyses of data revealed no statistically significant differences among the three methods.

(Otis Intelligence Scale ; Metropolitan Achievement Test)

.....5207

RUSSELL, KENNETH STEVENSON. THE RELATIONSHIPS OF PHONETIC SKILL, ROTE MEMORY, VERBAL ACHIEVEMENT AND VISUAL MEMORY TO SPELLING ACHIEVEMENT AS MEASURED BY THREE DIFFERENT FORMATS. ED.D. UNIVERSITY OF IDAHO, 1968. ORDER NO. 68-17,002, 76 PAGES.

Using stepwise multiple regression programs on data for 133 selected high school seniors finds (1) a relationship for both phonetic skill and rote memory to spelling achievement (2) a doubtful relationship between verbal achievement and spelling (3) no significant correlations between visual memory and spelling (4) significant intercorrelations between phonetic skill and rote memory and between rote memory and visual memory, and (5) spelling associated with short-term memory and with long term incidental memory but not with long term intentional memory.

(Spelling by multiple choice, oral and written formats; measure of phonetic skills, rote memory, visual memory and verbal achievement)

.....5208

QUEALY, ROGER JAMES. SENIOR HIGH SCHOOL STUDENTS' USE OF CONTEXTUAL AIDS IN READING. ED.D. INDIANA UNIVERSITY, 1969. ORDER NO. 69-15,656, 122 PAGES.

Examines tape recorded responses of 72 senior high school students to simulated words created from 20 articles chosen from two popular periodicals and visually compares these with a previously constructed schema of contextual aids produced through analysis of responses of graduate students to identical materials. Chi-square analysis indicated (1) senior high school students differed from graduate students in degree of sophistication rather than in kind of response, and (2) ability to identify simulated words using contextual clues was significantly related to intellectual ability and syntactic nature of the word but not to grade level or sex.

(Standardized intelligence tests; taped interviews)

.....5209

MULLEN, THOMAS PATRICK. THE EFFECT OF SILENT AND ORAL READING PROCEDURES ON WORD PRONUNCIATION AND COMPREHENSION AMONG POOR READERS IN THE JUNIOR HIGH SCHOOL. PH.D. UNIVERSITY OF MINNESOTA, 1971. ORDER NO. 72-5600, 109 PAGES.

Uses 124 junior high school students identified as poor readers and randomly assigned to groups involving (1) 40 vocabulary words and 8 paragraphs from the New Developmental Reading Test for Intermediate Grades read silently with no assistance (2) vocabulary read to the subjects but subjects read paragraphs silently (3) vocabulary read to subjects who then repeated the words orally and read the paragraphs silently, and (4) identical

to treatment (3) with the addition of oral reading of paragraphs by students. Analysis of variance and orthogonal contrasts indicated the significant feature to be reading the words aloud in treatments (3) and (4). No differences were associated with the oral or silent reading of paragraphs.

(New Developmental Reading Test for Intermediate Grades)

.....5210

MATTHEWS, HELEN E. A MODALITY FOR SELF-INSTRUCTION IN READING SKILLS. PH.D. SYRACUSE UNIVERSITY, 1972. ORDER NO. 73-7743, 161 PAGES.

Investigates the affective response of vocational education subjects to the procedures of a self-instructional mode designed to present reading skills at the decoding level. Outlines the program proposal and describes a four week pilot study.

.....5211

WILSON, MALCOLM WETHERILL. VOCABULARY RESPONSE PATTERNS AND PROCESSES OF SEVENTH GRADE STUDENTS. ED.D. THE UNIVERSITY OF ARIZONA, 1973. ORDER NO. 73-30,258, 108 PAGES.

Explores the vocabulary response patterns and notes the relationships between these patterns and reading achievement and intelligence using a random sample of students entering grade 7 in a suburban Tucson, Arizona, school. Data from administration of (1) a standardized reading test (2) an individually administered intelligence test (3) a free recall response, multiple choice task, sentence written by the subjects and a meaning from context task using the same stimulus word, and (4) introspective-retrospective questioning were subjected to chi-square and non-statistical analysis. Concludes (1) students with differing intelligence and reading achievement within a grade level demonstrate different group response patterns (2) students with low achievement and IQ demonstrate more difficulty in dealing with typical teaching and testing techniques, and (3) few children are aware of the processes by which they acquire word meanings.

(Standardized reading test; individual intelligence test; vocabulary response test; taped interview)

.....5212

DANNER, HORACE GERALD. AN EVALUATION OF TWO DISPARATE METHODS OF TEACHING VOCABULARY TO A HIGH SCHOOL REMEDIAL READING CLASS OF SPECIAL CATEGORY STUDENTS. PH.D. THE AMERICAN UNIVERSITY, 1973. ORDER NO. 73-28,809, 78 PAGES.

Compares teacher directed and programmed methods of teaching vocabulary using 105 ninth and tenth grade remedial reading students in Herndon, Virginia, over the last quarter of the

1971-72 school year. Analysis of covariance indicated a significant gain score for the teacher directed but not for the programmed learning group.
(IQ measure; reading ability test; spelling test; school records; vocabulary achievement test)

.....5213

ROTHSTEIN, EVELYN BIERMAN. THE IMPLEMENTATION OF A VOCABULARY PROGRAM IN THREE SEVENTH GRADE CLASSES COMPOSED OF BLACK AND HISPANIC-BACKGROUND STUDENTS. ED.D. COLUMBIA UNIVERSITY, 1974. ORDER NO. 74-23,530, 147 PAGES.

Presents a 26 lesson reading vocabulary program for black and Hispanic junior high school students reading two to three years below grade level in a ghetto area in New York and describes its implementation in three grade 7 classes, each taught by a different teacher over a nine month period with three 50 minute periods weekly. The original design was obviated by organizational and disciplinary problems within the school, with results indicated significant by t-tests only indicating changes in scores were beyond the level of chance, and because of the difficult conditions not necessarily indicative of real improvement in ability.

(Gates-MacGinitie Reading Test ; Metropolitan Achievement Test ; Peabody Picture Vocabulary Test ; Labov-ed Test)

.....5214

JOHNSTON, CARL WILLIAM. AN EXPERIMENTAL STUDY OF TWO METHODS OF VOCABULARY DEVELOPMENT. PH.D. UNIVERSITY OF COLORADO, 1974. ORDER NO. 74-22,359, 194 PAGES.

Compares traditional vocabulary instruction using synonyms, word analysis and contextual clues, and mnemonic treatment using artificial memory aids as well as traditional methods with regular English instruction using three groups of 32 grade 10 students randomly selected and assigned to treatments for two 45 minute sessions weekly for eight weeks. The Finn multivariate F test and Neuman Keuls multiple comparisons indicated no significant differences between the two experimental groups, although both scored significantly higher than the control group.

(Four 60-item developed vocabulary tests)

.....5215

CARTER, CLIFFORD. THE EFFECT OF SEMANTIC INTERFERENCE ON A BLACK CHILD'S READING COMPREHENSION. PH.D. UNIVERSITY OF CALIFORNIA, BERKELEY, 1974. ORDER NO. 74-27,145, 106 PAGES.

Investigates words having the same meanings for both dominant White and Black culture members (category 1) and those having different meanings for the two culture members (category 2) and the effects of such words on speed of response and reading comprehension using 80 experimental Black third, sixth, ninth and twelfth students and 80 White students from the same grades. Multivariate and univariate analyses with nested design performed on responses to two forms of a short story indicated that Black students consistently interpreted category 2 words with a Black cultural meaning and took longer, on the average, to answer questions pertaining to these words than did White students. Within category 1 words there were generally no significant differences.
(Oral criterion measure)

.....5216

HORNER, SUZANNE ROSE. THE RELATIONSHIP OF THE DISCREPANCY BETWEEN READING AND LISTENING VOCABULARY AND STANDARDIZED TESTS AMONG PROBLEM READERS AT THE SECONDARY SCHOOL LEVEL. ED.D. BOSTON UNIVERSITY SCHOOL OF EDUCATION, 1975.

Attempts to identify students of average or above intelligence who are misplaced in non-college "track" due to decoding deficiencies by using a 50 word vocabulary instrument with 70 percent of the words within the known listening vocabulary of 172 non-college track sophomores in a suburban Boston school. Experimental students with a high discrepancy score (difference between the number of incorrect answers on the listening portion and the number on the reading section) were given further testing and eight of these received remedial instruction three times weekly over six weeks. Finds (1) 27 students with a discrepancy score greater than ten (2) 24 of these had a mean IQ score of 105.158 on an individual test and 90.33 on a group measure (3) for the high discrepancy group, the correlation between group reading and group IQ tests was .28, and (4) some improvement was indicated by the students receiving remediation. (Standardized reading test; vocabulary measure; individual and group IQ tests)

.....5217

GUNNING, THOMAS GALVIN. A COMPARISON OF WORD ATTACK SKILLS DERIVED FROM A PHONOLOGICAL ANALYSIS OF FREQUENTLY USED WORDS DRAWN FROM A JUVENILE CORPUS AND AN ADULT CORPUS. ED.D. TEMPLE UNIVERSITY, 1975. ORDER NO. 75-28,278, 284 PAGES.

Structures and compares two series of grapheme-phoneme correspondences and phonics generalizations using the first 1500 words of the Heritage List and the first 1500 words of the Computational list. Findings light the complexities of English spelling and the need to incorporate all productive features of regularity into a decoding program for disabled readers, and indicate the need for the use of balanced programs incorporating both high frequency words and frequently appearing patterns.

(The American Heritage Word Frequency Book ; Computational Analysis of Present-Day American English)

5.3 COMPREHENSION

.....5301

GLIESSMAN, DAVID HENRY. ABSTRACTNESS AND INFORMAL ORGANIZATION OF READING MATERIAL: THEIR EFFECT ON READING PERFORMANCE AND RELATIONSHIP TO SELECTED INTELLECTUAL CHARACTERISTICS. PH.D. UNIVERSITY OF ILLINOIS, 1961. ORDER NO. 61-4297, 121 PAGES.

Explores the relationships among ability to comprehend abstract reading material, cognitive rigidity, concreteness of thinking, and general reading comprehension using 103 male and 84 female rural grade 11 students. Finds abstract content did not significantly affect comprehension and reduced reading rate only for girls with no significant differences on cognitive rigidity, intellectual ability, language ability and reading comprehension between those showing the greatest comprehension losses on informally organized materials and those showing no significant losses. Cognitive rigidity correlated positively with general reading comprehension.

(Similarities Test ; Sign Changes and Reversal Reading Test ; intellectual, reading achievement and writing skill measures)

.....5302

SNAVELY, ELOISE ALBERTA. THE EFFECTIVENESS OF PURPOSE STATEMENTS AND MARGINAL NOTES AS AIDS TO READING COMPREHENSION. PH.D. STATE UNIVERSITY OF IOWA, 1961. ORDER NO. 61-5611, 138 PAGES.

Considers the effects of purpose statements and marginal notes for six 500 word articles administered to 81 grade 4, 68 grade 6 and 87 grade 8 students in each treatment - control using no aids, experimental A using purpose statements; experimental B provided with marginal notes. No significant interactions between ability or grade level and type of comprehension aid

appeared.
(Multiple choice comprehension criterion tests)

.....5303

LIVINGSTON, HOWARD F. THE EFFECTS OF INSTRUCTION IN GENERAL SEMANTICS ON THE CRITICAL READING ABILITY OF TENTH GRADE STUDENTS. PH.D. NEW YORK UNIVERSITY, 1964. ODER NO. 65-6581, 118 PAGES.

Assesses the results of instruction in selected principles and techniques of general semantics using six tenth grade classes in three suburban New York City schools. Finds a significant difference in gain scores of experimental and control groups, but no significant differences attributable to teacher.

(Watson-Gaiser Critical Thinking Appraisal)

.....5304

KRANKE, LOUIS. A STUDY OF THE RELATIONSHIP OF PHONIC ABILITY, IRREPECTIVE OF HOW IT WAS ACQUIRED, AND SILENT READING COMPREHENSION OF HIGH SCHOOL STUDENTS. ED.D. WESTERN RESERVE UNIVERSITY, 1965. ORDER NO. 66-3034, 128 PAGES.

Concludes that phonic ability is necessary but not sufficient for effective skills in silent reading comprehension after examining data on phonic and reading ability for 27 male and 31 female eleventh graders.

(A Test of Phonic Ability - researcher developed; Iowa Silent Reading Tests)

.....5305

REED, ESTELLA E. AN INVESTIGATION OF THE RELATIVE EFFECT OF THE STUDY OF SYNTAX AND PARAGRAPH STRUCTURE ON READING COMPREHENSION OF MONOLINGUAL PUPILS IN GRADE SEVEN. ED.D. INDIANA UNIVERSITY, 1966. ORDER NO. 66-12,678 144 PAGES.

Concludes that an experimental group of 84 students receiving 30 reading lessons over 15 weeks improved significantly in paragraph comprehension over a control group of 83 who received no definite reading instruction. No differences appeared between monolingual students by treatment, but bilingual students in the experimental group scored significantly higher than bilingual controls.

(Nelson Reading Test , Grades 3-9, Paragraph Comprehension Test)

.....5306

BROWN, PAULINE. THE RELATIONSHIP OF ATTITUDE AND READING COMPREHENSION TO CRITICAL READING RESPONSES. ED.D. BOSTON UNIVERSITY SCHOOL OF EDUCATION, 1966. ORDER NO. 66-14,774, 195 PAGES.

Examines critical reading responses of 145 male and 125 female eleventh grade students to four articles each on communism and Negro racism and reports (1) no relationship between attitude toward a topic and critical reading responses (2) attitudes toward communism generally unfavourable; attitudes toward the Negro race highly favourable (3) a greater number of correct responses concerning racism than communism (4) critical reading responses tended to correlate positively, but moderately, with standardized reading test, critical thinking tests and the intelligence test, and (5) subjects tended to give more correct answers to questions on the topic toward which they had expressed favourable attitudes. (Standardized reading and intelligence tests; criterion measures of comprehension and attitudes)

.....5307

LEHRMAN, RAYMOND HENRY. THE EFFECTS OF SOCIAL REINFORCEMENT OF PASS OR FAIL ON COMPREHENSION AND EYE-MOVEMENT BEHAVIOUR OF SEVENTH GRADE BOYS AT THREE LEVELS OF READING ABILITY DURING A SERIES OF EQUATED READING TASKS. ED.D. UNIVERSITY OF OREGON, 1966. ORDER NO. 67-1864, 90 PAGES.

Investigates the effects of social reinforcement of "pass" or "fail" at the conclusion of comprehension testing using a sample of 120 grade 7 boys stratified by reading ability. Concludes (1) reading ability significantly affected eye-movement behaviour but not comprehension (2) "fail" reinforcement produced significantly lower mean comprehension scores but did not appear to affect eye-movement, and (3) across repeated measures, overall comprehension increased while eye-movement performance remained the same or deteriorated. (Standardized reading test; 10 question true-false oral examination; eye-movement camera)

.....5308

REHMANN, ARNOLD MELVIN. GUIDED READING AT THE SEVENTH GRADE LEVEL: AN EXPERIMENTAL STUDY. PH.D. UNIVERSITY OF MINNESOTA, 1968. ORDER NO. 69-11,491, 264 PAGES.

Considers the effects of treatments involving advance organizers, prereading questions, specific vocabulary helps and marginal notes on the reading comprehension of a sample of 249 seventh grade Minnesota students stratified by sex and previous reading achievement. Concludes following analysis of variance that questions and vocabulary assistance along with advance

organizers produced measurable differences not exhibited by the advance organizers alone and that there were significant differences by reading ability but not by sex.
(Multiple choice criterion test; measure of reading ability)

.....5309

HACKETT, MARIE GANNON. A HIERARCHY OF SKILLS IN LISTENING COMPREHENSION AND READING COMPREHENSION. PH.D. UNIVERSITY OF CALIFORNIA, BERKELEY, 1968. ORDER NO. 69-14,900, 132 PAGES.

Examines the applicability of a hierarchically-ordered achievement test involving 11 language comprehension skills to the diagnosis and assessment of listening and reading skills. Correlational, chi-square and sociogram analysis of data from grades 2, 5, 8, and 11 indicated the predictability of higher level skills from attainment of lower level ones, with no significant differences for reading versus listening and a significant effect for SES.
(Research designed test)

.....5310

QUAINTANCE, BROTHER WILLIAM JOSEPH. THE EFFECTS OF OPEN-MINDEDNESS AND CLOSED-MINDEDNESS ON READING COMPREHENSION. ED.D. TEMPLE UNIVERSITY, 1968. ORDER NO. 68-17,826, 125 PAGES.

Compares comprehension scores of reading selections showing a Negro acting in accord with the Judeo-Christian system, another a Negro at variance with the system and a third not dealing with race for 50 boys aged 11 to 15 1/2 identified as openminded from a rehabilitation centre for juvenile delinquents with a similar group identified as close-minded. Concludes that openminded readers tend to allow factors other than their belief system to influence their comprehension while closed-minded readers tended to do well in materials which support their belief system.
(Dogmatism Scale -Rokeach: 10 item comprehension tests)

.....5311

JEWELL, CEDRIC BERESFORD. A READING COMPREHENSION TEST FOR SENIOR HIGH SCHOOL STUDENTS IN LARGE URBAN AREAS IN ALBERTA, CANADA. PH.D. UNIVERSITY OF OREGON, 1969. ORDER NO. 70-9444, 98 PAGES.

Presents development, field testing and standardization procedures for a general reading comprehension test. Analysis of data for 1052 Edmonton and Calgary students indicated the test to be a reliable, valid, discriminatory and administratively feasible normative instrument.
(Dale-Chall readability formula; researcher developed comprehension test)

.....5312

MCLAUGHLIN, EARL GLEN. A FACTOR ANALYTIC STUDY OF THE ITEMS USED IN A NEW READING COMPREHENSION TEST DESIGNED FOR HIGH SCHOOL STUDENTS. ED.D. WEST VIRGINIA UNIVERSITY, 1969. ORDER NO. 70-15,240, 85 PAGES.

Analyzes test results for 371 tenth, eleventh and twelfth grade students on the ESEA Test of Reading Comprehension to determine whether 10 skills of reading comprehension postulated in the test could be identified and isolated by 40 items written to measure them. Widely scattered factor loadings across the skill areas provided little support for the existence of a multi-factor theory of reading comprehension. Only "order" was clearly identified in addition to what appeared to be a general reading comprehension factor.

(ESA Test of Reading Comprehension)

.....5313

ARLO, RAYMOND. THE RELATIVE EFFECTIVENESS OF INDUCTIVE AND EXPOSITORY TEACHING OF PRINCIPLES OF GENERAL SEMANTICS UPON THE CRITICAL READING ABILITY OF NINTH-GRADE STUDENTS. PH.D. NEW YORK UNIVERSITY, 1969. ORDER NO. 69-21,178, 291 PAGES.

Appraises inductive and expository methods of instruction in principles of general semantics using three teachers each teaching one class by expository methods, one by inductive and one following the regular grade 9 curriculum for 15 lessons over 10 weeks. Analyses of variance and covariance on critical thinking gain scores indicated significant differences in favour of the experimental groups over the control group and for the inductive groups over the expository groups.

(Watson-Glaser Critical Thinking Appraisal ; Amidon-Flanders Interaction Analysis System)

.....5314

HUNTER, ANTHONY DEVEREUX. A COURSE TO AID READING BASED ON SECTOR ANALYSIS AT THE SENTENCE LEVEL AS REVISED AFTER FIELD TESTING IN THE EIGHTH GRADE. ED.D. COLUMBIA UNIVERSITY, 1969. ORDER NO. 71-8961, 340 PAGES.

Presents a course based on the assumptions that children who have been taught to recognize structural meaning in sentences with greater certainty and speed will read with fuller and more rapid comprehension and that practice in analyzing sentences by sector analysis (Robert L. Allen) can help children recognize this structural meaning with improved certainty and speed. Includes 18 lessons and 225 exercises attempting through gradual steps to help students analyze easily the most complex of sentences.

(Achievement test)

.....5315

FERRIS, FRANCIS XAVIER. IMPROVEMENT OF CRITICAL READING SKILLS AT THE SECONDARY LEVEL BY SELF-INSTRUCTION. ED.D. UNIVERSITY OF MIAMI, 1970. ORDER NO. 71-4308, 373 PAGES.

Compares teacher-directed and self-instructional six week units on critical thinking involving 99 grade 11 students randomly assigned with two classes for each method. Analysis of covariance indicated significant differences in favour of the self-instructional classes for total critical reading scores, subtests on deduction and propaganda devices, and attitude toward reading. Multivariate analysis of covariance indicated intelligence directly related to critical reading ability.

(Watson-Glaser Critical Thinking Appraisal ; Nelson-Denny Reading Test ; instruments devised by the investigator)

.....5316

SHAFFER, PAUL. AN ANALYSIS OF THE EFFECTS OF LISTENING INSTRUCTION ON THE LISTENING, READING, AND CRITICAL THINKING ABILITIES OF ELEVENTH GRADE STUDENTS. ED.D. UNIVERSITY OF SOUTHERN MISSISSIPPI, 1971. ORDER NO. 71-28,846, 69 PAGES.

Assesses the effect of ten recorded listening lessons 40 minutes in length comparing 25 experimental grade 11 students with controls. Analysis of variance indicated the experimental improved significantly over the control group on listening comprehension. Listening scores were highly correlated with critical thinking and reading scores, and reading with critical thinking scores.

(The Brown-Carlson Listening Comprehension Test ; Stanford Achievement Test ; Watson-Glaser Critical Thinking Appraisal)

.....5317

CUCINOTTA, DAVID HEARS. TWO METHODS OF IMPROVING CERTAIN READING COMPREHENSION SKILLS OF ABLE ELEVENTH GRADE LEARNERS. ED.D. BOSTON UNIVERSITY SCHOOL OF EDUCATION, 1971. ORDER NO. 71-26,691, 321 PAGES.

Evaluates self-directed and teacher directed analysis of reading errors using 288 grade 11 students identified as "able" or "very able" for verbal ability. Concludes, following analysis of covariance, that (1) difference in verbal reasoning was the most significant factor in power reading comprehension performance (2) the methods were equally effective, and (3) girls made greater improvement than boys.

(Nelson-Denny Reading Test : Revised edition - Forms A and B ; researcher developed Advanced Readers' Comprehension Test)

.....5318

WARE, RALPH H. THE DEVELOPMENT OF A CRITERION-RELATED READING COMPREHENSION TEST FOR EXPOSITION AND ARGUMENT. ED.D. STATE UNIVERSITY OF NEW YORK, ALBANY, 1971. ORDER NO. 72-31,825, 164 PAGES.

Presents a criterion related reading test for certain kinds of expository and argumentative prose and concludes, following analyses of covariance and administration to 36 ninth grade students for whom profiles were drawn, that (1) the skills identified are teachable and testable behaviours and (2) the process of comprehension explained by the task analysis may be coherently and systematically tested.

(Finder -Cochrane Task Analysis for Comprehending Exposition and Argument ; two reading ability tests)

.....5319

BOONE, STANLEY MALCOLM. AN INVESTIGATION OF THE EFFECT OF HIGHER LEVEL QUESTIONS ON READING COMPREHENSION. PH.D. UNIVERSITY OF WASHINGTON, 1971. ORDER NO. 72-7322, 157 PAGES.

Compares the effects of high level questions, knowledge level questions and no questions received after reading on comprehension using three groups of 70 randomly assigned grade 10 Seattle students. Analysis of variance and the Duncan New Multiple Range Test indicated significant differences in vocabulary and comprehension scores following three weeks of daily 30 minute treatment sessions only between the group receiving high level questions and the group receiving no questions.

(Measures of reading vocabulary and comprehension)

.....5320

HARKER, WILLIAM JOHN. READING COMPREHENSION TO 1970: ITS THEORETICAL AND EMPIRICAL BASIS, AND ITS IMPLICATIONS IN SECONDARY PROFESSIONAL TEXTBOOKS, INSTRUCTIONAL MATERIALS, AND TESTS. ED.D. THE UNIVERSITY OF BRITISH COLUMBIA (CANADA), 1971. (AVAILABLE NATIONAL LIBRARY OF CANADA, ORDER NO. TC-10281, 100 PAGES).

Identifies current concepts of reading comprehension deriving from experimental investigations and theoretical statements and considers whether these concepts are consistently represented in current secondary professional reading textbooks, instructional materials and published texts. Concludes that a basic dichotomy exists between concepts expressed in terms of overt behaviour and those described in terms of covert behaviour.

(Content analysis)

.....5321

HOLMES, ELIZABETH ANN. A STUDY TO DETERMINE THE EFFECTS OF PRE-READING COMPREHENSION AND POST READING COMPREHENSION OF BLACK HIGH SCHOOL SENIORS. ED.D. UNIVERSITY OF OKLAHOMA, 1971. ORDER NO. 72-14,109, 159 PAGES.

Examines the level of comprehension which black high school seniors bring to the reading of English prose and that which they achieve from actual reading and finds no significant differences between pre and post reading comprehension.
(Measures of reading comprehension)

.....5322

ELLINGTON, BILLIE JEAN. EVALUATION OF THE CLOZE PROCEDURE AS A TEACHING DEVICE FOR IMPROVING READING COMPREHENSION. ED.D. UNIVERSITY OF GEORGIA, 1972. ORDER NO. 73-5686, 169 PAGES.

Compares comprehension scores of 81 eleventh grade students randomly assigned to a group receiving Cloze reading comprehension exercises and finds no significant differences following multivariate analysis of covariance.
(Cooperative English Tests)

.....5323

CULHANE, JOSEPH WILLIAM. THE USE OF AN ITERATIVE RESEARCH PROCESS TO STUDY THE ADAPTATION OF CLOZE FOR IMPROVING THE READING COMPREHENSION OF EXPOSITORY MATERIALS. PH.D. SYRACUSE UNIVERSITY, 1972. ORDER NO. 73-19,794, 128 PAGES.

Develops procedures for using Cloze in teaching after examining the effects of (1) expanded directions (2) student vs teacher led post exercise discussion, and (3) exact word versus synonym word replacement. Compares Cloze procedure to a more traditional method of reading expository materials and finds that Cloze makes a difference in amount of information students are able to acquire.
(Cloze procedure; IQ measure)

.....5324

KORNFELD, PHYLLIS LORRAINE. A PROPOSAL FOR THE DEVELOPMENT OF DISCURSIVE AND NON-DISCURSIVE READING ABILITIES IN THE AREA OF READING COMPREHENSION. ED.D. COLUMBIA UNIVERSITY, 1972. ORDER NO. 73-24,073, 206 PAGES.

Synthesizes related research and present a scheme of reading comprehension composed of six major groupings of abilities and 41 components subsumed under them.

.....5325

MACNAMARA, GAIL RHODE. A STUDY OF THE RELATIONSHIP BETWEEN THE RACE OF THE CHARACTERS IN SHORT STORIES AND READING COMPREHENSION. PH.D. COLUMBIA UNIVERSITY, 1972. ORDER NO. 74-29,622, 154 PAGES.

Compares interest and comprehension ratings of 219 Black and 214 White students who each read one story about Black characters and one about Whites roughly matched for theme and level of difficulty. Analyses of covariance indicated (1) race of character was not a factor in students' interest (2) White students read stories about Whites with greater comprehension than did Blacks, but the reverse was not true, and (3) a negligible relationship between comprehension and interest ratings existed.

(Metropolitan Achievement Test ; five point interest scale)

.....5326

MURRAY, JOHN GEORGE. A STUDY OF THE EFFECT OF SIMULTANEOUS AUDITORY-VISUAL PRESENTATION AT DIFFERENTIATED RATES ON LISTENING AND READING COMPREHENSION. ED.D. BOSTON UNIVERSITY SCHOOL OF EDUCATION, 1972. ORDER NO. 72-25,454, 188 PAGES.

Examines data for four listening-reading groups of 30 students selected on the basis of reading and listening comprehension skills and subdivided so that 10 students in each group heard and viewed seventh grade materials simultaneously at 125, 200 and 275 words a minute respectively. Analysis of covariance indicated no significant differences attributable to rate or experimental conditions, although there were some differences among subgroups.

(Durrell Listening-Reading Series ; Controlled Reader Study Guide , EDL)

.....5327

SMITH, ARTHUR EDWARD. THE EFFECTIVENESS OF TRAINING STUDENTS TO GENERATE THEIR OWN QUESTIONS PRIOR TO READING. PH.D. SYRACUSE UNIVERSITY, 1972. ORDER NO. 73-9566, 155 PAGES.

Investigates two methods of training students to generate pre-reading questions using 116 grade seven developmental reading students randomly assigned to experimental group A, experimental group B or a control group for 15 lessons. Concludes the two experimental treatments involving training in question generation were equally effective and more effective than the control method in training students to ask prereading questions, but no differences appeared in performance on a standardized reading test or in the ability to ask questions after reading a selection.

(Standardized comprehension test; researcher developed criterion measure)

.....5328

CULYER, RICHARD C. III. AN INVESTIGATION OF GROWTH IN CRITICAL READING ABILITY IN GRADES TEN, ELEVEN AND TWELVE. THE FLORIDA STATE UNIVERSITY. 1973. ORDER NO. 74-17,989, 92 PAGES.

Concludes from data on 341 female and 328 male grades 10, 11, and 12 students in Piedmont, North Carolina, that no significant differences appeared by grade or sex for selected critical reading skills. Intelligence and general reading achievement were significantly correlated with critical reading ability.

(Intermediate Critical Reading Test ,Gall; California Short-Form Tests of Mental Maturity ,1963, Level 4; Nelson-Denny Reading Test , Form A)

.....5329

HOOGSTRA, JOHN A. AN ANALYSIS OF THE NATURE OF THE READING COMPREHENSION ACT BY MEANS OF THE RORSCHACH INKBLOT TEST AND DIFFERENTIAL MEASURES OF READING COMPREHENSION. PH.D. MICHIGAN STATE UNIVERSITY, 1973. ORDER NO. 74-6058, 118 PAGES.

Correlates reading comprehension skill and selected aspects of the Rorschach Inkblot Test to comprehension and vocabulary development using 15 fifth and 15 seventh grade students in Western Michigan identified as poor comprehenders and the same number of good comprehenders. Concludes (1) good comprehenders possess significantly larger vocabularies and a greater ability to perform more highly differentiated and meaningfully reintegrated analyses of visual stimuli (2) comprehension skill is positively related to data produced by differential measures of reading comprehension (3) the Beck scoring system for the Rorschach did not indicate differences between good and poor comprehenders, and (4) maturation brings about increasing focal awareness of details and ability to draw appropriate inferences from the content of reading passages.

(Durrell Listening-Reading Series ; Rorschach Inkblot Test ; vocabulary test; battery of differential measures of reading comprehension)

.....5330

OWEN, THOMAS R. INTERNAL CONTEXT THEORY: AN APPROACH TO THE STUDY OF THE ACQUISITION OF MEANING WHILE READING. PH.D. SYRACUSE UNIVERSITY, 1973. ORDER NO. 74-17,607, 116 PAGES.

Proposes an internal context theory, a mechanism structured in terms of a set of elements and the dynamics of their interaction with incoming information, to account for the way a reader acquires meaning from a reading passage.

.....5331

JACOBSON, M. VICTORIA. A LINGUISTIC FEATURE ANALYSIS OF VERBAL PROTOCOLS ASSOCIATED WITH PUPIL RESPONSES TO STANDARDIZED MEASURES OF READING COMPREHENSION. PH.D. UNIVERSITY OF MINNESOTA, 1973. ORDER NO. 74-707, 171 PAGES.

Presents analysis of verbal protocols involved in introspection of 11 randomly selected grade 11 students reading at or above grade level. Analysis of variance, tree diagram feature analysis and descriptive statistics indicated (1) the most frequently used strategies were Textual Discourse Dependent, Key Lexical Item; Textual Discourse Dependent, Generalization; Textual Choice Dependent, Generalization; Nontextual Personal with these strategies yielding 80 percent greater success, and (2) significant strategy and strategy item effects were indicated for each individual.

(Gates-MacGinitie Reading Test ;measures for verbal reasoning, determining cause and effect, reading for inferences and determining the main idea)

.....5332

PAVLAK, STEPHEN A. READING COMPREHENSION: A CRITICAL ANALYSIS OF SELECTED FACTORS AFFECTING COMPREHENSION. PH.D. UNIVERSITY OF PITTSBURGH, 1973. ORDER NO. 74-18,426, 398 PAGES.

Surveys and synthesizes scientific research, professional literature and doctoral dissertations on reading comprehension from 1948 to 1972, identifying and analyzing reading factors believed to affect reading comprehension and formulating a construct of reading comprehension. Presents conclusions on vocabulary, sentence structure, rate and questioning and purpose setting as they affect reading comprehension.

.....5333

WILLIAMS, CARMELITA KIMBER. THE DIFFERENTIAL EFFECTS OF STRUCTURED OVERVIEWS, LEVEL GUIDES AND ORGANIZATIONAL PATTERN GUIDES UPON THE READING COMPREHENSION OF TWELFTH GRADE STUDENTS. ED.D. STATE UNIVERSITY OF NEW YORK AT BUFFALO, 1973. ORDER NO. 74-8651, 115 PAGES.

Investigates differential effects among three instructional techniques upon true/false measures of literal, interpretive and applied reading comprehension using 88 senior high school volunteers from a suburban New York district randomly assigned to combinations of the treatment variables. Multivariate analyses of variance and covariance indicated no significant differences between the groups using introductory guide materials and the control group.

(Researcher designed criterion measure)

.....5334

ANDREACCHI, JOSEPH. LISTENING COMPREHENSION AND READING COMPREHENSION OF NEGRO DIALECT SPEAKERS IN NEGRO DIALECT AND IN STANDARD ENGLISH. ED.D. COLUMBIA UNIVERSITY, 1973. ORDER NO. 73-25,153, 150 PAGES.

Examines effects of dialect background and differing modalities on the listening and reading comprehension of 304 male Black subjects similar in age, years of school completed and SES, resident in the New York City Adolescent Reformatory. Subjects, randomly assigned to one of four groups involving reading and listening to passages in standard English or in Negro dialect, demonstrated no significant differences on comprehension scores subjected to analysis of variance.

(Sequential Tests of Educational Progress , Listening Comprehension Test 38; Metropolitan Achievement Tests , Reading)

.....5335

WILDE, WARREN DELOY. A FACET DESIGN TO MEASURE READING COMPREHENSION. PH.D. MICHIGAN STATE UNIVERSITY, 1973. ORDER NO. 73-29,801, 127 PAGES.

Presents a multiple choice test constructed by a facet design which concentrates on the relations of the time to the information presented in the text or elsewhere rather than on the skills and abilities presumed to be involved in comprehension. Item analysis, biserial correlation, and Kuder-Richardson Formula 20 using data for 186 Edmonton, Alberta, grade 10 students on the facet test, the Davis Reading Test , and a Cloze test, indicated that the facet test was a reliable measure which discriminated among achievement levels and correlated significantly with other measures of reading comprehension.

(Davis Reading Test ;Cloze test; developed Facet Test)

.....5336

SZABO, ROBERT JOSEPH. THE EFFECT OF POSITION OF THE ADVERBIAL SUBORDINATE CLAUSE ON READING COMPREHENSION. ED.D. LEHIGH UNIVERSITY, 1973. ORDER NO. 74-6703, 148 PAGES.

Manipulates the position of adverbial clauses and examines its effect on reading comprehension using combinations of paragraph form and Cloze and Chunk tests with 360 Northampton Area Junior High School ninth grade students. Analysis of covariance revealed no significant differences in comprehension of paragraphs involving differing positions of adverbial clauses when measured by either test, or when forms of the test involved different positions of the clause.

(Gates-MacGinitie Reading Test ; Cloze test; Chunk test involving alteration of one group of words in a set with subject required to identify incorrect group)

.....5337

SALVATORE, NICHOLAS T. A COMPARATIVE STUDY OF THE EFFECTS OF A SYNTACTICALLY ORIENTED READING PROGRAM AND A CONVENTIONAL READING PROGRAM, BOTH SUPPLEMENTED BY A TAPED LISTENING PROGRAM, ON THE READING AND LISTENING COMPREHENSION ACHIEVEMENT OF TENTH AND ELEVENTH GRADE STUDENTS. ED.D. TEMPLE UNIVERSITY, 1974. ORDER NO. 74-28,190, 141 PAGES.

Compares a syntactically oriented reading program with a conventional program both supplemented by a taped listening program with three 40 minute reading sessions and two listening sessions weekly for 10 weeks with 71 randomly selected disabled readers in grade 10 and 11. Analyses of variance and covariance and t-tests indicated that although groups did not differ significantly on post measures, the syntactically oriented group showed gains in reading and listening comprehension while the conventional group improved only in listening.
(Adult Basic Learning Examination ; Listening Laboratory Pre-Test)

.....5338

SHAPIRO, NATHANIEL. CRITICAL READING OF A SHORT STORY: AN INTROSPECTIVE-RETROSPECTIVE STUDY. ED.D. HOFSTRA UNIVERSITY, 1974. ORDER NO. 75-4230, 121 PAGES.

Analyzes critical reading of a short story by superior eighth grade readers with each subject silently reading a short story divided into segments, pausing after each segment to express orally his thoughts and feelings and completing a comprehension test at the end of the story. Analysis of transcribed tapes and test results indicated that subjects made extensive use of critical reading skills with wide individual variation in the number of critical reading responses made by subjects and in distribution of these responses from segment to segment.
(Transcribed tapes; comprehension measure)

.....5339

GOLFIN, BIBIANA T. APTITUDE-TREATMENT INTERACTION USING READING COMPREHENSION, MODE OF PRESENTATION AND LEARNING EFFICIENCY AS VARIABLES. PH.D. THE FLORIDA STATE UNIVERSITY, 1974. ORDER NO. 75-4766, 122 PAGES.

Attempts to identify aptitude-treatment interactions in study time holding achievement level constant and classifying 93 eleventh and twelfth graders according to reading aptitude and assigning them to listening or reading lesson presentation. Regression analysis and analysis of covariance indicated a significant interaction on only one side of the crossover point of regression lines when study time was the independent variable. For test time, no significant interactions were observed.

(Criterion measure of reading comprehension)

.....5340

CALL, LOUIS THORNTON JR. DEFINING LISTENING LEVELS OF COMPREHENSION BASED ON READING LEVELS OF COMPREHENSION OF AVERAGE CHILDREN IN GRADES FIVE, SIX, SEVEN AND EIGHT. ED.D. UNIVERSITY OF GEORGIA, 1974. ORDER NO. 75-8104, 183 PAGES.

Analyzes data for 30 male and 30 female students identified as having average listening comprehension skills at each of grades 5, 6, 7, and 8 using multivariate analysis of variance, univariate F tests and Tukey's multiple comparison procedures. Concludes that listening comprehension improves with each grade and boys score higher than girls.
(Nelson Reading Test ; criterion listening comprehension test; Fry Readability Graph; Fog Index)

.....5341

ROTHWELL, ARTHUR. SENTENCE OUTLINES AND THE COMPREHENSION OF CONNECTED TEXT. ED.D. HARVARD UNIVERSITY, 1974. ORDER NO. 75-16,865, 196 PAGES.

Examines the effects of paragraph outline, indented outline, keyed outline and boldface emphasis on comprehension of two articles of different structure using 168 grade 11 students of known reading ability. Primary data analysis indicated no significant effects.
(Questionnaire; comprehension criterion measure; measures of reading ability)

.....5342

VAN VORHEES, SYLVIA NASH. RATE OF INFORMATION PROCESSING AS A VARIABLE OF CRITICAL READING. ED.D. HOFSTRA UNIVERSITY, 1974. ORDER NO. 74-26,363, 101 PAGES.

Suggests that rate of information processing and anxiety levels seem to be viable factors in the total critical reading process following analysis of performance of 52 slow and 52 fast readers with IQ above 120 and vocabulary and comprehension scores above the median under timed and untimed conditions.
(Critical thinking appraisal; anxiety scale; standardized reading tests; IQ measure)

.....5343

SPIVAK, JANE LOUISE EVANSON. AN INVESTIGATION OF GROWTH IN CRITICAL READING ABILITY IN GRADES SEVEN AND EIGHT. THE FLORIDA STATE UNIVERSITY, 1974. ORDER NO. 74-18,062, 67 PAGES.

Finds a significant difference in mean critical reading ability favouring eighth graders and females and a positive correlation for critical reading with intelligence and reading achievement for 177 grade 7 and 183 grade 8 northwest Florida students.
(Intermediate Critical Reading Test ; Otis-Lennon Mental Ability Test , 1967, Form J, Intermediate level; Stanford Achievement Test)

.....5344

PRACEJUS, ELEANOR L. THE EFFECT OF VALUE CLARIFICATION ON READING COMPREHENSION. PH.D. UNIVERSITY OF PITTSBURGH, 1974. ORDER NO. 74-21,682, 143 PAGES.

Investigates the effect of a value clarification approach on comprehension randomly assigning 59 grade 8 students to value clarification, comprehension and control groups. Concludes from analysis of variance and correlational analyses following 14 weekly sessions of 45 minutes that exposure to value clarification appears to increase reading comprehension with a positive relationship indicated between reading comprehension and value clarification.
(Pre and post testing of reading comprehension)

.....5345

MUSIAL, DIANN. THE INFLUENCE OF COMPRESSED SPEECH UPON READING, LISTENING AND VERBAL COMPREHENSION OF EIGHTH GRADE STUDENTS. ED.D. NORTHERN ILLINOIS UNIVERSITY, 1975. ORDER NO. 75-23,126, 107 PAGES.

Randomly assigned 96 eighth grade students stratified by sex from three midwestern urban junior high schools to compressed speech treatment or reading-only control group. Analyses of covariance of posttest data following a six week treatment period indicated (1) no significant differences for reading comprehension, listening comprehension or verbal comprehension adjustment mean scores between groups, and (2) no significant differences by sex.
(Durrell Listening-Reading Tests ; Stanford Achievement Tests , Paragraph meaning)

.....5346

BERRIDGE, WAYNE EARL. THE EFFECTS OF QUESTION TYPE, QUESTION POSITION AND LOCATION OF RELEVANT TEXTUAL CONTENT ON LEARNING FROM READING. ED.D. INDIANA UNIVERSITY, 1975. ORDER NO. 76-6303, 193 PAGES.

Examines immediate and delayed posttest data for 160 seventh grade students randomly assigned to one of eight treatments or a control group. Analyses of variance indicated (1) groups receiving adjunct questions did not differ significantly from control groups (2) a significant testing condition and answer location interaction appeared, and (3) levels of answer location differed significantly for the delayed testing condition. Conjectures that the condition of passage availability allowed students to re-read the entire subpassage to find answers located in the second portion of the subpassages, thus encountering more incidental information.
(Criterion multiple choice instrument)

.....5347

SARETSKY, ARLENE AMSTER. THE FACILITATIVE EFFECTS OF ADVANCE ORGANIZERS ON LEARNING WITH READERS OF DIFFERING ABILITY LEVELS FOR TOPICALLY DIFFERENT PROSE PASSAGES. ED.D. INDIANA UNIVERSITY, 1975. ORDER NO. 76-6344, 238 PAGES.

Employing a mixed effects factorial design examines the use of advance organizer, levels of reading ability and topically different prose passages as they affect reading comprehension. Analysis of variance on data for 228 eighth grade students blocked on reading ability and randomly assigned to treatment conditions indicated no significant differences for the use of and non-use of advance organizers. Significant main effects for reading ability and for different prose passages were noted.
(Reading comprehension criterion measure)

.....5348

CRAMER, EUGENE HAWLEY. A STUDY OF THE RELATIONSHIPS AMONG MENTAL IMAGERY, READING COMPREHENSION AND READING ATTITUDE OF ELEVENTH AND TWELFTH GRADE STUDENTS. PH.D. THE UNIVERSITY OF WISCONSIN - MADISON, 1975. ORDER NO. 75-27,999, 136 PAGES.

Considers test data for 124 eleventh and twelfth grade Wisconsin students who were members of six randomly selected intact classes. Reports (1) no significant relationship between mental imagery and reading comprehension (2) a relatively low, but significant correlation between reading attitude and mental imagery (3) a significant correlation between reading comprehension and reading attitude, and (4) high reading attitude appeared to be a function of a combination of high imagery and high comprehension.

(The Questionnaire Upon Mental Imagery , Shortened Form; Davis

Reading Test , Series 2, Forms A and B; Estes' Reading Attitude Scale)

.....5349

QUICK, CHARLES DAVID. AN INVESTIGATION OF THE EFFECTS OF PRE-READING GUIDES ON THE COMPREHENSION OF SHORT STORIES BY NINTH GRADE STUDENTS. PH.D. UNIVERSITY OF SOUTH CAROLINA, 1975. ORDER NO. 76-10,507, 97 PAGES.

Considers the effect of a prereading guide sheet involving objectives and desired outcomes for each of four short stories, comparing the posttest performance of an experimental group of 145 metropolitan high school students in South Carolina with 145 controls not receiving the guide. Analyses of covariance indicated a significant difference in favour of the control group.

(Comprehensive Test of Basic Skills ; 15 question multiple choice test)

.....5350

GOLDMAN, FLORENCE WILLIAMS. A COMPARISON OF THE EFFECTS OF GROUP OR INDIVIDUAL CRITICAL READING PRACTICE ON CRITICAL READING PERFORMANCE FOR INDIVIDUALS WITH DIFFERENT ABILITY LEVELS. PH.D. UNIVERSITY OF MISSOURI, KANSAS CITY, 1975. ORDER NO. 76-11,485, 148 PAGES.

Identifying 208 tenth, eleventh and twelfth grade subjects in two Independence, Missouri school by three levels of critical reading ability, examines the effects of group and individual practice, assigning students to dyads combining all levels of ability, or to individual practice. Difference scores indicated (1) group interaction had a positive effect for students who were initially low (2) students performed better following pairing with someone above their ability level (3) generally no differences appeared between students in heterogeneous or homogeneous groups or working alone, and (4) most students preferred working in groups.

(Watson-Glaser Critical Thinking Appraisal , Form Zm)

.....5351

LEGENZA, MARY ALICE. INQUIRY TRAINING PROCEDURES TO IMPROVE READING AND LEARNING. PH.D. UNIVERSITY OF MISSOURI, KANSAS CITY, 1975. ORDER NO. 76-11,494, 107 PAGES.

Using a sample of 35 seventh grade Kansas City parochial school students compares an experimental class in which inquiry procedures were developed and used over a 12 week period with a control group receiving regular reading instruction. Seven procedures were developed during the program to improve student inquiry. Experimental students obtained significantly higher

scores on four of the five questioning behaviour measures as well as on reading vocabulary and an attitude scale. (Cognitive and affective measures of reading; measure of questioning behaviour)

.....5352

CULVER, VICTOR IRWIN. THE GUIDED READING PROCEDURE: AN EXPERIMENTAL ANALYSIS OF ITS EFFECTIVENESS AS A TECHNIQUE FOR IMPROVING READING COMPREHENSION SKILLS. PH.D. UNIVERSITY OF MISSOURI, KANSAS CITY, 1975. ORDER NO. 76-11,482, 95 PAGES.

Compares the effects of Manzo's (1975) Guided Reading Procedure, Stauffer's (1969) Directed Reading-Thinking Activity and "rapid reading" instruction using three groups of ninth, tenth and eleventh grade boys attending a boarding school. Reports no significant differences in comprehension achievement among the groups, although all groups showed significant improvement following a 20 hour instructional program.

(Gates-MacGinitie Reading Test ;Flander's Verbal Interaction Analysis Technique)

.....5353

POMERANTZ, MICHAEL. THE EFFECTS OF ADJUNCT POSTQUESTIONS ON INTENTIONAL AND INCIDENTAL LEARNING OF EXTENDED PROSE MATERIALS AMONG EIGHTH AND NINTH GRADE STUDENTS: AN EXAMINATION OF THE DETERIORATION OF LEARNING OVER A TIME INTERVAL. PH.D. THE UNIVERSITY OF CONNECTICUT, 1976. ORDER NO. 76-7211, 125 PAGES.

Examines effects of adjunct questioning using 186 eighth and ninth grade suburban students and three unrelated 3000 word short stories. Analyses of variance and Newman Keuls multiple comparison tests indicated that (1) for intentional recall experimental students using adjunct questions outperformed a control group regardless of restraints against previewing or reviewing, and (2) for incidental recall a significant effect was noted only for position in reading assignment.

(Criterion recall measure)

5.5 RETENTION

.....5501

CODY, MOTHER M. IRENE, R.S.H.M. AN INVESTIGATION OF THE RELATIVE EFFECTIVENESS OF FOUR MODES OF PRESENTING MEANINGFUL MATERIAL TO TWELFTH GRADE STUDENTS. PH.D. FORDHAM UNIVERSITY, 1962. ORDER NO. 62-3759, 213 PAGES.

Compares silent reading, simultaneous reading and listening, listening and note-taking and listening alone, using 132 grade 12 girls in New York academic schools, and finds that for

retention the most advantageous mode of presentation was silent reading.

(Nelson-Denny Reading Tests ; retention measure)

.....5502

JERROLD, BOBBY WALLACE. THE EFFECTS OF ADVANCE ORGANIZERS IN READING FOR THE RETENTION OF SPECIFIC FACTS. PH.D. THE UNIVERSITY OF WISCONSIN, 1967. ORDER NO. 67-16,963, 109 PAGES.

Deals with the relative effects upon delayed retention of specific facts of Advance Organizers (Ausubel) and of Modified Advance Organizers formulated around main idea concepts using 84 grade 9 students randomly assigned to one of seven treatment groups. Finds no significant differences attributable to type of organizer or to instruction versus non-instruction.

(Measure of delayed retention of specific facts; IQ measure)

.....5503

ESPOSITO, MARIETTA LEE. ROLE OF IMMEDIATE RECALL IN SELECTED COMPREHENSION TESTS AT THE JUNIOR HIGH LEVEL. RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY, 1971.

Intercorrelates scores of the Spache Reading Scales, the Tripps Diagnostic Test, and the Large-Thorndike Group Intelligence Test for 40 seventh grade remedial readers and finds (1) four significant correlations among comprehension subtests (2) variance accounted for by verbal comprehension ranged from -.04 to .03, and no significant differences in correlations between group IQ scores and comprehension scores not involving immediate recall.

(Spache Reading Scales ; Large-Thorndike Group Intelligence Test ; Tripps Diagnostic Reading Test)

.....5504

COATNEY, RICHARD POST. THE EFFECT OF ACTIVITY AND RESPONSIBLE ASSIGNMENTS ON LEARNING FROM WRITTEN MATERIALS. PH.D. THE OHIO STATE UNIVERSITY, 1974. ORDER NO. 74-17,762, 138 PAGES.

Compares effects of inactive treatment (abstract mental activity), active treatment (physical activity and abstract and concrete mental activity) and responsible treatment (perceived as important and useful to another). Finds (1) the active group scored significantly higher on the criterion measure than the inactive group (2) no significant differences between the active and responsible groups, and (3) no significant sex-treatment interactions.

(Criterion measure of recall)

.....5505

STURGIS, DANIEL KENNETH. THE RELATIONSHIP OF SEX, LOCUS OF CONTROL AND STUDY QUESTIONS TO LEARNING FROM PROSE MATERIAL. PH.D. UNIVERSITY OF MISSOURI-COLUMBIA, 1974. ORDER NO. 75-16,064, 82 PAGES.

Finds a significant three way interaction using analyses of variance between sex, locus of control and learning conditions with male subjects identified as internals exhibiting better retention when no study questions were asked while male externals functioned better with study questions. Used a sample of 121 grade 11 students with the top third on a locus of control measure termed externals and the bottom third internals. (Measures of locus of control and retention)

.....5506

GAGNE, ELLEN DALTON. THE EFFECT OF INSTRUCTIONAL OBJECTIVES ON RECALL AND RECALL DEPENDENCIES IN LEARNING FROM PROSE. PH.D. UNIVERSITY OF WISCONSIN - MADISON, 1974. ORDER NO. 74-26,493, 126 PAGES.

Concludes following analysis of variance that subjects given goals to guide their reading recall more than subjects given general directions whether text is dispersed or non-dispersed. Paid high school students (n=157) were assigned to levels of Directions (general and goals) and Text Organization (dispersed and non-dispersed) for a task involving a 2400 word passage and a 54 item knowledge level test. (54 item fill-in-the-blank knowledge level test)

.....5507

MITCHELL, DIANA LEE. SENTENCE, PHRASE AND PIVOTAL WORD RECALL AS RELATED TO SENTENCE COMPLEXITY RESPONSE MODE AND PRACTICE. ED.D. THE UNIVERSITY OF BRITISH COLUMBIA (CANADA), 1974. (AVAILABLE THE NATIONAL LIBRARY OF CANADA).

Presents data for 128 eighth grade students which indicates (1) verbatim recall of low mean depth sentences exceeded that of high mean depth sentences (2) pivotal words from phrases of the greatest mean depth were harder to recall than their lower mean depth counterparts (3) left-to-right binary processing was occurring during encoding and decoding (4) verbatim sentence recall was affected by transformational type but not in the predicted direction, and (5) written response mode facilitated recall generally as did practice. (Measures of sentence, phrase and pivotal word recall)

.....5508

DRUM, PRISCILLA ANN. BETWEEN SENTENCE FACTORS AND THE EFFECTS UPON READING RATE AND RECALL. PH.D. STANFORD UNIVERSITY, 1974. ORDER NO. 75-5841.

Explores the effects of different sentence conditions upon reading comprehension as evidenced by reading rate and recall taken at various points in time using a sample of high school students. Concludes that there are differences for recall between the properties of related and unrelated sentences but for other treatment factors there appears to be a trade-off between rate and recall, with factors which decreased reading time increasing the amount of material recall.
(Cued recall and delayed recall measures)

.....5509

HELVOIGT, DUFF LAFORREST. THE EFFECTS OF THREE TYPES OF INTERSPERSED QUESTIONS ON THE RETENTION OF PROSE MATERIALS BY VARYING ABILITY STUDENTS. PH.D. THE UNIVERSITY OF AKRON, 1974. ORDER NO. 74-21,083, 221 PAGES.

Uses a completely randomized, posttest only, control group design with 159 suburban eighth graders identified as high and low ability and assigned to control or experimental groups. Experimental groups read materials with Knowledge, Comprehension or Application questions interspersed in the prose while the control group read no questions. Analyses of variance and Scheffe multiple comparison tests indicated no significant differences attributable to the presence of questions or to the level of questions regardless of academic ability or time of posttest.
(Retention tests)

.....5510

JUDGE, ROBERT E. THE EFFECT OF PRESENTATION MODE AND MATERIAL DIFFICULTY ON THIRD AND SEVENTH GRADERS' USE OF PHONEMIC AND SEMANTIC ATTRIBUTES TO ENCODE WORDS INTO LONG-TERM MEMORY. ED.D. STATE UNIVERSITY OF NEW YORK AT ALBANY, 1975. ORDER NO. 75-22,657, 125 PAGES.

Examines results of a false recognition task using analyses of variance and simple effects tests for 80 third and seventh graders randomly assigned to auditory or visual conditions and presented target words in isolation and then in context. Concludes (1) subjects, regardless of age, made both semantic and phonemic errors, but older subjects made significantly more semantic than phonemic errors (2) both older and younger subjects seemed to resort to their strongest encoding strategies when the passage became difficult, and (3) modality appeared to have no effect on attributes used to encode information into long term memory.

(False recognition task)

.....5511

IDSTEIN, PETER MORTON. THE EFFECT OF UNDERLINING ON CUED RECALL AS A FUNCTION OF RATED IMPORTANCE. PH.D. UNIVERSITY OF DELAWARE, 1975. ORDER NO. 75-14,965, 88 PAGES.

Presents operationalized definitions and materials for rated importance and examines the effect of underlining material rated as low, medium or high in importance. Finds (1) underlining material rated low in importance had a debilitating effect on recall (2) underlining material facilitated recall of that material at the expense of non-underlined material, and (3) recall did not vary as a function of rater importance.
(Measure of retention; rating scale)

.....5512

ROWLS, MICHAEL DEAN. THE FACILITATIVE AND INTERACTIVE AFFECTS OF ADJUNCT QUESTIONS ON RETENTION OF EIGHTH GRADERS ACROSS THREE PROSE PASSAGES. ED.D. INDIANA UNIVERSITY, 1975. ORDER NO. 75-16,988, 203 PAGES.

Considers five experimental conditions of question placement using 300 eighth graders in suburban Louisville, Kentucky with social studies, science and literature materials and multiple choice literal comprehension tests randomly distributed to subjects. Analyses indicated no main effect for question placement or question relevance nor significant interactions between prose passage and question placement.
(Metropolitan Achievement Test ; literal comprehension tests)

.....5513

RUFF, ANN CURRY. THE EFFECT OF EMBEDDED FACTUAL QUESTIONS IN DIFFERENT POSITIONS ON THE RECALL OF RELEVANT AND INCIDENTAL INFORMATION IN THREE SUBJECT MATTER AREAS. ED.D. INDIANA UNIVERSITY, 1975. ORDER NO. 75-16,989, 281 PAGES.

Looks at interaction passage effects and two mathamagenic variables (question placement and question relevance) using 360 tenth grade students in south central Indiana randomly assigned to treatments consisting of combinations of three levels of question placement, three levels of subject material and two levels of articles. Mixed effects analyses of variance, tests for simple main effects and Neuman-Keuls multiple comparisons indicated the effects of relevance were not consistent across the articles and the articles did not function systematically within the subject matter areas.
(Criterion retention tests)

.....5514

KREITZBERG, VALERIE JANE SASSERATH. RETROACTIVE INTERFERENCE IN PROSE RECALL AS A FUNCTION OF LEARNING DIRECTIONS. PH.D. THE CITY UNIVERSITY OF NEW YORK, 1975. ORDER NO. 76-1483, 179 PAGES.

Presents results of a pilot study and main investigation which manipulated type of learning direction, position of learning direction, retroactive interference, and type of delayed posttest to examine their effect on recall. Finds relevant learning lower for the experimental groups than for controls instructed to learn the entire text.
(Measure of prose recall)

5.6 FLEXIBILITY

.....5601

GEAKE, RAYMOND ROBERT. THE DIFFERENCES IN READING-RATE IMPROVEMENT BETWEEN SLOW AND FAST READERS OF AVERAGE AND ABOVE AVERAGE ABILITY. PH.D. THE UNIVERSITY OF MICHIGAN, 1963. ORDER NO. 63-4956, 115 PAGES.

Reports significant increases in reading rate but significant losses in comprehension following 16 fifty-minute periods of training in rapid reading involving verbal instruction and supervised practice for University of Michigan School students grade 7 through 12 designated "slow" or "fast" readers of "average" or "above average" intelligence. Retention tests 15 weeks later indicated a drop in reading rate and a return to pretraining level in comprehension. Scores on a simple test of perceptual closure accounted to 25 percent of the variation in the distribution of final reading rate gains.
(Diagnostic Reading Tests ; Stanford-Binet Intelligence Scale ; Wechsler Intelligence Scale for Children)

.....5602

LEVIN, BEATRICE JACKSON. AN INVESTIGATION OF THE FLEXIBILITY OF READING RATE. ED.D. TEMPLE UNIVERSITY, 1966. ORDER NO. 66-9215, 148 PAGES.

Examines changes in reading rate according to difficulty level of material and the purpose for reading using 100 ninth grade students classified as good and poor readers by scores on a flexibility measure, who then completed a standardized reading test. Finds (1) little relationship between flexibility and difficulty or purpose (2) flexibility more pronounced in good readers (3) purpose affecting rate of good readers more than poor readers (4) difficulty affecting rate of poor readers and (5) flexibility little correlated to school grades or IQ.
(Standardized reading achievement and IQ measures; measures of flexibility devised by researcher)

.....5603

NACKE, PHIL L. SKIMMING STRATEGY IN READING AS A FUNCTION OF FAMILIARITY WITH CONTENT AND REDUNDANCY REDUCTION IN PRINTED DISCOURSE. THE UNIVERSITY OF BRITISH COLUMBIA, CANADA, 1970.(AVAILABLE THE NATIONAL LIBRARY OF CANADA).

Investigates form of presentation, level of key words and familiarity with content of stimulus passage as they affect information and information gain scores for grade 11 subjects randomly assigned to pretest or no-pretest groups and then to one of seven treatment groups directed to skim two passages under a time-limit. Concludes (1) familiarity with content of materials is one of the important factors involved in the skimming process (2) elimination of non-key words did not affect skimming performance on the science passage at any level of redundancy reduction, and (3) no significant interaction appeared between and among the three independent variables.

(Van Wageningen Rate of Comprehension Scale ; multiple choice instrument)

.....5604

FITZPATRICK, E. MARIE. DEVELOPMENT AND EVALUATION OF SKIMMING TECHNIQUES FOR TEACHING FLEXIBILITY IN READING TO HIGH SCHOOL STUDENTS. ED.D. BOSTON UNIVERSITY SCHOOL OF EDUCATION, 1970. ORDER NO. 70-22,504, 302 PAGES.

Presents evaluation data for a 40 page text and 42 exercises of varying length intended to develop skimming and scanning skills using eight urban college preparatory grade 10 and 11 English classes four of which were designated experimental. Statistical comparisons and analyses of covariance on data from the 131 students indicated experimental groups made greater gains than controls on all areas of reading measured by the Iowa and Fitzpatrick tests except selection of key words on the Iowa.

(Iowa Silent Reading Test ; Fitzpatrick Skimming and Pre-reading Test ; Otis-Lennon Mental Ability Test)

.....5605

MAYFIELD, LELA SHARON. AN INVESTIGATION OF FACTORS AFFECTING READING RATE. ED.D. WEST VIRGINIA, 1970. ORDER NO. 70-22,591, 94 PAGES.

Considers ages, grade level, intelligence, sex, processes of reading and knowledge of reading skills as they affect reading rate using a sample of 421 grade 10, 11, and 12 students. Analyses of variance, biserial correlations and Pearson product moment correlations indicated (1) age, grade level, intelligence and sex affected rate of reading (2) students using the visual process in reading had the fastest reading rate while those using kinesthetic processing had the slowest (3) highest incidence of use in reading was visual processing with auditory

process second , and (4) knowledge of reading skills was positively correlated with reading rate.
(Checklist for responses to portray the reading process being used by the students; test of reading skills to portray students' knowledge of selected reading skills)

.....5606

DOYLE, BRUFORD LEO. AN INVESTIGATION OF READING FLEXIBILITY. ED.D. OKLAHOMA STATE UNIVERSITY, 1972. ORDER NO. 73-15,095, 107 PAGES.

Examines the effects of a structured, directed reading flexibility course composed of 45 selections using 64 subjects identified as High or Low performance and assigned to experimental or control groups, and finds that experimental subjects developed no more flexibility of reading rate than did the controls who read the 45 passages without instructions in their use. Results of general reading ability tests were found to be poor indicators of reading flexibility skills.

(Nelson-Denny Reading Test , Form A; Versatility Test)

.....5607

KIMBERLY, MARION COOK. THE EFFECTIVENESS OF READING SPEED INSTRUCTION IN GRADES TWO, FOUR, SIX AND EIGHT. ED.D. RUTGERS UNIVERSITY OF NEW JERSEY, 1973. ORDER NO. 73-32,221, 170 PAGES.

Using 350 grade 2, 4, 6, and 8 students in Princeton Regional Schools with intact classes randomly assigned to control or experimental (rate training) groups, finds following analyses of variance (1) significant differences in posttest mean raw scores on the Gates-MacGinitie Speed and Accuracy Tests at the eighth grade level only, and (2) on an informal speed test, significant differences at all four grade levels in favour of the experimental groups who more than doubled their reading speed while the control groups showed little or no gain.

(Gates-MacGinitie Reading Test ; informal rate test based on selections from Controlled Reader Study Guides)

.....5608

HANSEN, DOROTHY MORRISON. A DISCOURSE STRUCTURE ANALYSIS OF THE COMPREHENSION OF RAPID READERS. PH.D. BRIGHAM YOUNG UNIVERSITY, 1975. ORDER NO. 76-9839, 115 PAGES.

Applies the Modified packard method of discourse analysis based on eight functional aspects of discourse relationships to open-ended recalls of randomly selected honours students trained in the Evelyn Wood method and a control group. Reports (1) when time, but not amount of material was held constant, slower readers showed significantly greater gains of recall of operations and averaged more nodes per cluster while rapid

readers recalled more clusters (2) when time and amount of material were held constant, rapid readers showed significantly greater gains on total operations and more clusters, and (3) an objective test designed to measure concept application, paraphrase and verbatim recall showed no significant differences between groups.

(Objective measure of comprehension; Modified Ackard method of discourse analysis)

6.0 GENERAL

6.1 ENGLISH/LANGUAGE ARTS/LITERATURE

.....6001

BENTALL, GRACE. DETERMINATION OF CRITICAL LEVELS OF READING ABILITY FOR HIGH SCHOOL STUDENTS AS MEASURED BY COURSE MARKS AND ACHIEVEMENT TEST RESULTS. ED.D. UNIVERSITY OF OREGON, 1961. ORDER NO. 61- 4522, 132 PAGES.

Analyzes data for 830 ninth and 720 eleventh grade students randomly selected from English, Mathematics, Science and Social Studies classrooms from nine schools and finds that although there is a concomitance between general reading proficiency and success in school it is not necessarily causal. (Teacher marks, standardized reading scores and achievement scores; intelligence scores)

.....6002

CARLIN, FRANCIS X. INTELLIGENCE, READING AND ARITHMETIC SCORES AS PREDICTORS OF SUCCESS IN SELECTED VOCATIONAL HIGH SCHOOLS. PH.D. FORDHAM UNIVERSITY, 1962. ORDER NO. 62-3758, 148 PAGES..

Considers standardized intelligence, reading and arithmetic tests as predictors of success in automotive, electrical and wood-working courses in four selected New York high schools using cumulative record data for 906 tenth grade boys. Concludes that (1) differences between intelligence scores of graduates and dropouts were significant but small (2) differences between mean reading scores for the two groups were significant for electrical trades and for those categories combining trades, and (3) the critical arithmetic score was the best individual predictor of success with the critical intelligence score second. (Standardized intelligence, reading and arithmetic scores; school attrition data)

.....6003

VERRY, DANA HEDRICK. THE EFFECT OF A TWENTY HOUR READING PROGRAM WITH THE CONTROLLED READER ON SELECTED OFFICE PRACTICE SKILLS. UNIVERSITY OF PITTSBURGH, 1962. ORDER NO. 63-6384, 137 PAGES.

Reports an experimental group using the controlled reader and films from the Educational Development Laboratory for a total of 20 hours improved reading speed, maintained comprehension and showed superior accomplishment in first, second and final semester grades, as well as increasing ability to file, manipulate the fan key calculator, check numbers and recognize names and spell, when compared to a control group not receiving the reading instruction.

.....6004

MICHAELS, MELVIN LEONARD. A STUDY OF THE SIMILARITIES AND DIFFERENCES IN STUDENT PERCEIVED READING DIFFICULTIES IN SELECTED SECONDARY SCHOOL SUBJECTS. ED.D. COLUMBIA UNIVERSITY, 1963. ORDER NO. 64-4327, 256 PAGES.

Uses questionnaire data from 579 senior high school students to structure a matrix of reading difficulties indicating the difficulties of individual subjects as actually taught, the extent of commonality and contrast of difficulties and the effect of varying methods of instruction. Concludes (1) a teacher's procedures were important in determining subject reading difficulties (2) matrices for a subject could be formulated, and (3) difficulties with comprehension in general were most pervasive. (Questionnaire)

.....6005

ZEPP, GEORGE DANIEL. THE IMPROVEMENT OF READING AND READING-STUDY SKILLS IN GRADES SEVEN AND EIGHT THROUGH ENGLISH, HISTORY, GEOGRAPHY AND SCIENCE. ED.D. UNIVERSITY OF MARYLAND, 1963. ORDER NO. 64-6360, 320 PAGES.

Attempts to (1) identify basic reading skills and reading-study skills which can be emphasized in subject matter classes (2) help teachers formulate ways of improving students' skills in regular content classrooms (3) demonstrate how a curriculum director can work through an inservice program, and (4) evaluate the results of such a program using all seventh grade students in Hanover, Pennsylvania for a two year period. (Silent reading tests; work-study skill tests; social studies and science achievement tests)

.....6006

ROOT, PAUL RAY. SPEED READING: ITS RELATION TO HIGH SCHOOL ACHIEVEMENT IN ENGLISH, HISTORY, MATHEMATICS AND SCIENCE. ED.D. UNIVERSITY OF ARKANSAS, 1964. ORDER NO. 64-10,074, 76 PAGES.

Concludes (1) no significant difference in gains in GPA for English and Mathematics between students exposed to a speed reading course and those who were not, but a significant difference in history and science, and (2) sex and SES significant to the gain only in history while junior high school attended and number of children in family significant only for science.

(School achievement grades)

.....6007

SULLIVAN, DOROTHY DOUGLAS. AN EVALUATION OF A PROPOSED TEACHERS' GUIDE FOR IMPROVEMENT OF READING ACHIEVEMENT OF TENTH-GRADE VOCATIONAL AGRICULTURE STUDENTS IN SELECTED MARYLAND HIGH SCHOOLS. ED.D. UNIVERSITY OF MARYLAND, 1965. ORDER NO. 66-956, 281 PAGES.

Evaluates a guide for agriculture teachers presenting the nature of the reading process and the reader, the objectives in reading instruction in vocational agriculture, and the procedures for developing the various reading skills by comparing an experimental group taught using the guide with a control group. Reports no conclusive evidence that the guide was effective in enhancing reading achievement gains.

(Diagnostic Reading Tests , Survey Section; questionnaires and interviews)

.....6008

BRILEY, NELLIE KATHYRN WEBBER. AN EXPERIMENTAL STUDY TO DETERMINE THE EDUCATIONAL SIGNIFICANCE OF TEACHING STUDY SKILLS TO JUNIOR HIGH SCHOOL STUDENTS IN SCIENCE, SOCIAL STUDIES AND READING. PH.D. SOUTHERN ILLINOIS UNIVERSITY, 1971. ORDER NO. 72-10,237, 89 PAGES.

Compares report card achievement test subscores and work study skills of experimental seventh and eighth grade students taught study skills by the health and physical education teachers over three nine week grading periods, with those of controls receiving regular health instruction. Finds no statistically significant differences.

(Science Research Associates Achievement Series ; SRA Study Skills Supplement ; SRA Work Study Skills Supplement)

.....6009

ANTHONY, HOMER BRUCE. A CONCEPTUAL MODEL FOR THE IMPROVEMENT OF READING INSTRUCTION IN THE CONTENT AREAS IN SECONDARY SCHOOLS. PH.D. ARIZONA STATE UNIVERSITY, 1972. ORDER NO. 72-23,151, 229 PAGES.

Presents a conceptual model developed from nine goals extracted and one extrapolated from the literature, and presented to principals, reading teachers and content teachers in 74 Arizona secondary schools in an open ended opinionnaire. Synthesis of the goals with the data resulted in the model.
(Open-ended opinionnaire)

.....6010

WALTERS, GEORGE LEWIS. THE DEVELOPMENT AND REFINEMENT OF READING SKILLS IN BUSINESS EDUCATION. ED.D. NORTHERN ILLINOIS UNIVERSITY, 1973. ORDER NO. 73-27,612, 241 PAGES.

Presents a summary of methodology for developing and improving high school students' reading and study skills which includes (1) principles of reading useful to the content teacher (2) role and responsibilities of the content teacher in developing and refining reading skills (3) methods for instruction in verbal and comprehension skills, and (4) methods for developing and refining reading and study skills in business education courses. Includes a bibliography of research reports and professional writings.

.....6011

HARGROVE, GERALDINE W. AN INVESTIGATION OF ATTITUDES OF SECONDARY TEACHERS' TOWARD READING IN THE CONTENT AREAS AS MEASURED BY A MODIFIED LIKERT-TYPE SCALE. PH.D. UNIVERSITY OF SOUTH CAROLINA, 1973. ORDER NO. 74-5380, 118 PAGES.

Analyzes data for 286 Georgia junior and senior high school teachers of English, mathematics, science and social studies on the Otto-Smith Attitude Inventory, a 14 item modified Likert type scale. Finds (1) attitudes towards teaching reading in the content areas negative ($X = 40.7$) on a scale on which any score above 42 would be interpreted as positive (2) no statistically significant difference between junior high school teachers in this survey and a similar Wisconsin study, although Wisconsin senior high school teachers demonstrated significantly more positive attitudes, and (3) subject taught, courses and inservice training significantly affected attitudes while level of instruction, sex and teaching experience did not.
(Otto-Smith Attitude Inventory)

.....6012

DESHIELDS, SHIRLEY MANSON. DIFFERENTIAL READING PERFORMANCE ON THE COMPREHENSIVE TEST OF BASIC SKILLS (CTBS): AN ANALYSIS OF THE INTERACTION OF CONTENT-SUB-TESTS READING SKILLS. ED.D. UNIVERSITY OF MASSACHUSETTS, 1974. ORDER NO. 74-25,831

examines performance of 11,202 students participating in the Massachusetts Eighth Grade Reading Program, January 1971, on the Comprehensive Test of Basic Skills using correlational analysis and significance tests to consider relationships among reading skills and science, language and social studies skills. Concludes that even though most of the comparisons were not statistically significant, there were differential performances among skill areas and content areas.

(Comprehensive Test of Basic Skills)

.....6013

MCCULLOUGH, BARBARA JEAN. THE STATUS OF THE TEACHING OF READING IN THE CONTENT AREAS BY CONTENT TEACHERS IN FLORIDA'S SECONDARY SCHOOLS. PH.D. THE FLORIDA STATE UNIVERSITY, 1975. ORDER NO. 76-13,818, 258 PAGES.

Reports questionnaire data from 94 respondents of a random sample of 100 Florida school administrators indicating (1) only 26 percent have organized content area reading programs (2) only 8 percent reported curricula with provision for reading instruction in English, Science, Mathematics and Social Studies although English departments in 46 percent of the school reported such curricula (3) staff development activities were the major form of training for teaching reading, and (4) teachers in only 76 percent of the schools were able to obtain test data on all students' reading abilities.

(Researcher designed questionnaire)

.....6014

BALES, JIMMY CHARLES AND SMITH, HELEN ARMSTRONG. THE RESEARCH, DEVELOPMENT OF A DESIGN, AND EVALUATION OF A CAREER RELATED READING PROGRAM. ED.D. UNIVERSITY OF SOUTH CAROLINA, 1975. ORDER NO. 76-10,443, 270 PAGES.

Presents a design for a vocational-related reading program and evaluates the program using the eleventh and twelfth grade vocational male students at two Columbia, South Carolina schools. Chi square analysis indicated no significant differences in reading achievement between 32 experimental students participating in the program and 32 matched controls receiving traditional reading instruction.

(The Comprehensive Test of Basic Skills , Forms A and B)

.....6015

SMITH, CARMEN ALLISON. AN INVESTIGATION OF THE EFFECTIVENESS OF READING RATE, COMPREHENSION, VOCABULARY, PHONETIC PERCEPTION AND PHONOLOGICAL DIALECT DIFFERENCES AS PREDICTORS OF SUCCESS IN SHORTHAND. ED.D. UNIVERSITY OF NEW ORLEANS, 1975. ORDER NO. 75-28,055, 183 PAGES.

Using a multiple regression statistical design, examines data for 96 students randomly selected from the beginning shorthand students at a New Orleans public secondary school for girls and reports (1) reading rate, comprehension, vocabulary phonetic perception and phonological dialect differences have predictive significance for shorthand success, but (2) these have a lower correlation than IQ, GPA and secondary school English grades.

(NelsonDenny Reading Test ; California Phonics Survey ; Otis-Lennon Mental Ability Test ; Phonological Dialect Differences Test ; criterion referenced shorthand measures)

.....6016

WILLIAMS, CAROLYN CHANDLER. THE RELATIONSHIP BETWEEN SELECTED READING SKILLS AND OTHER PERSONAL VARIABLES OF SIXTH AND SEVENTH GRADE STUDENTS AND ACHIEVEMENT IN SCIENCE AND SOCIAL STUDIES. ED.D. MISSISSIPPI, 1975. ORDER NO. 76-89, 117 PAGES.

Employs a one-group post-test design using 60 sixth and seventh grade randomly selected Mississippi students stratified by sex, race and grade level. Multiple stepwise regression and analysis of variance indicated (1) reading comprehension and total reading score correlated significantly with science achievement, but only reading comprehension correlated significantly with social studies achievement, and (2) grade level was the most significant predictor of social studies achievement followed by reading comprehension, race and total reading performance, while reading comprehension and total reading performance were the only significant predictors of science success.

(California Reading Test ; Sequential Test of Educational Progress , Science and Social Studies ; Olson Reading Interest Inventory)

.....6101

FRANCIS, JAMES FRANK. AN EVALUATION OF SELECTED GRADED VS. NON-GRADED OCCUPATIONAL LITERATURE UNITS AS SOURCES OF VOCATIONAL INFORMATION AND READING SKILL DEVELOPMENT MATERIALS. ED.D. BOSTON UNIVERSITY SCHOOL OF EDUCATION, 1966. ORDER NO. 66-14,783, 217 PAGES.

Uses 300 grade 12 students matched on IQ, reading achievement, high school curriculum and sex to compare ten week programs with the experimental group receiving instruction in directed reading, word meaning and comprehension and speed reading with content materials selected from 212 paperbacks graded by

difficulty and categorized by occupational interest, while controls received regular classroom instruction in English and explored career opportunities according to their inclination using non-graded materials. Significant differences favoured the experimental group in total score and the comprehension subtest of the Iowa Basic Skills Test, and more students in the experimental group indicated independence in career choice. (Iowa Silent Reading Test ; IQ measure; California Occupational Interest Inventory ; occupational interest survey questionnaire)

6.1 ENGLISH/LANGUAGE ARTS/LITERATURE

.....6102

APPLEBY, BRUCE CHARLES. THE EFFECTS OF INDIVIDUALIZED READING ON CERTAIN ASPECTS OF LITERATURE STUDY WITH HIGH SCHOOL SENIORS. PH.D. THE UNIVERSITY OF IOWA, 1967. ORDER NO. 67-16,771, 150 PAGES.

Compares test results for high school seniors assigned to experimental individualized reading, control basic anthology, or control elective English groups and concludes, at semester end, (1) subjects reacted the same in satisfactions gained, regardless of approach (2) ability to interpret materials was affected by instruction (3) individualized reading was significantly more effective in creating awareness of self-improvement aspects of literature and gaining satisfaction in reading for style and technique, and (4) individualized reading subjects had fewer dislikes of fiction.

(Iowa Tests of Educational Development , Test 7, "Ability to Interpret Literary Materials", "Inventory of Satisfactions Found in Reading Fiction" (ETS))

.....6103

LACONTE, RONALD T. THE RELATIONSHIP BETWEEN BOOK SELECTION PRACTICES AND CERTAIN CONTROVERSIAL ELEMENTS OF LITERATURE IN BERGEN COUNTY, NEW JERSEY, PUBLIC SENIOR HIGH SCHOOL ENGLISH DEPARTMENTS. ED.D. RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY, 1967. ORDER NO. 67-12,022, 202 PAGES.

Presents results of a questionnaire which included a list of 25 controversial books and follow up interviews administered to some English department chairmen in Bergen County, New Jersey. Concludes (1) a relationship exists between controversial elements of literature and book selection practices (2) male teachers rejected fewer controversial books than female, and (3) chairmen from small schools rejected more controversial books than those from large schools. (Questionnaire; interviews)

.....6104

BRAZELL, MARY JOSEPHINE. THE STUDY OF A TAXONOMY OF LITERATURE AND SPECIFIC ARTS UPON ASPECTS OF FUNCTIONAL AND CREATIVE READING. ED.D. BOSTON UNIVERSITY SCHOOL OF EDUCATION, 1972. ORDER NO. 72-25,416, 503 PAGES.

Compares the effectiveness of two experimental treatments (taxonomy and enrichment) and a control (traditional) approach, upon functional and creative reading using the theme "Don Quixote". Generally, the enriched treatment group appeared to be superior to the traditional and taxonomy groups. (Measures of creative and functional reading, attitude and creative thinking)

.....6105

HOLDEN, MICHAEL DENNIS. LITERARY THEORY AND THE EDUCATION OF ENGLISH TEACHERS: AN ANALYSIS OF THEORIES OF LITERATURE PRESENTED IN SELECTED TEXTS ON LITERATURE AND ITS TEACHING. PH.D. UNIVERSITY OF TORONTO, CANADA, 1973. AVAILABLE NATIONAL LIBRARY OF CANADA.

Emphasizes the centrality of language in human culture and suggests that only through literature is man able to formulate and then revise his conceptual schemes which provide the biases and bases of his culture. Reviews the development of polar approaches to the teaching of English - the "needs" and experience of the student versus a sterile formalistic analysis of literature - and argues that the synoptic literary theory of Northrop Frye provides a theoretical scheme capable of comprehending these antithetical views.

.....6106

HOLLIS, LEVI BERKLY JR. A STUDY OF AFFECTIVE AND COGNITIVE FACTORS OPERATING IN ENGLISH PROGRAMS FOR UPWARD BOUND STUDENTS IN OHIO. PH.D. KENT STATE UNIVERSITY, 1974. ORDER NO. 75-7455, 159 PAGES.

Examines student, parent and professional staff perceptions of ten Ohio projects using on-site visits, four sets of questionnaires drawing responses from 407 students, 45 English teachers, 54 parents and 10 administrators, classroom observation and informal interviews. Finds (1) attitude of students towards Upward Bound English is more positive than toward their high school English (2) an official curriculum based on student needs is virtually nonexistent (3) lines of communications between the projects and parents need strengthening, and (4) numerous discrepancies appear among student, teacher and parent perceptions of components. (Questionnaires; observations; interviews)

.....6107

POWELL, BERTIE JEFFRESS. AN ANALYSIS OF THE DOMINANT THEMES IN SELECTED LITERATURE BY AFRO-AMERICAN BLACK WOMEN WITH RECOMMENDATIONS FOR INCLUSION IN THE HIGH SCHOOL CURRICULUM. PH.D. UNIVERSITY OF PITTSBURGH, 1974. ORDER NO. 75-13,209, 268 PAGES.

Identifies a wide variety of literature by American black women from which both sexes and all races might profit. Illustrates how this literature could be used in the high school English classroom.

(Content Analysis)

.....6108

MCQUAGGE, DANIEL TEMPLE. A STUDY OF THE EFFECTS OF THREE PREPARED READING READINESS ACTIVITIES IN SEVENTH GRADERS' COMPETENCY IN THE USE OF CONTENT AREA READING SKILLS IN LITERATURE. PH.D. THE FLORIDA STATE UNIVERSITY, 1974. ORDER NO. 75-12,650, 137 PAGES.

Compares three experimental reading readiness treatments - advance organizer, structured overview and purpose questions - and a control group with 25 students randomly selected and assigned to each of four groups. Twelve t-tests performed on data at the end of 26 days of treatment and following a further 23 day period before retention testing indicated no significant differences between any of the experimental groups and the control group, although among experimental groups, the structured overview group displayed higher competency in the use of content area reading skills in reading unfamiliar literature. (The Language Arts Achievement Tests: Literature: criterion measure of content area reading skills)

.....6109

MEANS, HARRISON J. AN ANALYSIS OF THE CONTENT, PROPORTION OF TIME SPENT ON CONTENT, AND COURSE STRUCTURE OF ENGLISH METHODS COURSES IN IOWA. PH.D. THE UNIVERSITY OF IOWA, 1974. ORDER NO. 75-13,795, 112 PAGES.

Investigates the nature of English methods courses in Iowa institutions training secondary English teachers by examining 14 course calendars. Finds little uniformity in content, proportion of time spent on content or course duration.

(Content analysis)

.....6110

SCHON, ISABEL. A DESCRIPTIVE STUDY OF THE LITERATURE FOR CHILDREN AND ADOLESCENTS OF MEXICO. PH.D. UNIVERSITY OF COLORADO, 1974. ORDER NO. 75-3832, 109 PAGES.

Finds a paucity of Mexican literature available for use with children and indications that the same textbooks and translations of writers of 100 years ago will be presented to children and adolescents for some years to come.

.....6111

CORNABY, BETTY JEAN B. A STUDY OF THE INFLUENCE OF FORM ON THE RESPONSES OF TWELFTH GRADE STUDENTS IN COLLEGE-PREPARATORY CLASSES TO DISSIMILAR NOVELS, A SHORT STORY AND A POEM. PH.D. UNIVERSITY OF WASHINGTON, 1974. ORDER NO. 75-3960, 264 PAGES.

Considers data for 96 grade twelve students in one middle-class urban high school who read four dissimilar selections and completed Response Preference Measures and Rating Scales and concludes, following chi-square and non-parametric analysis, that subjects did change response modes dependent upon the specific literary selection. Interview data revealed patterns associated with a form or content orientation is subjects' previous reading and educational experiences and literary instruction.

(Response Preference Measures and Rating Scales; Rokeach Dogmatism Scale, E)

.....6112

WOLFE, DENNY THRUSTON JR. WAR POETRY IN THE HIGH SCHOOLS: APPROACHES TO READING AND INSTRUCTION. PH.D. DUKE UNIVERSITY, 1974. ORDER NO. 75-2443, 209 PAGES.

Explores war as a relevant and significant subject for the effective teaching of poetry by considering (1) the nature of war and of poetry (2) the history of war poetry (3) teaching and learning theories applicable in instructional planning (4) war poems appearing in a representative number of literature anthologies used in senior high schools, and (5) approaches to the reading and teaching of poems.

.....6113

FINNEGAN, BARBARA CATHERINE. THE DEVELOPMENT AND EVALUATION OF EXERCISES TO TEACH CHARACTER ANALYSIS IN LITERATURE IN GRADES ELEVEN AND TWELVE. ED.D. BOSTON UNIVERSITY SCHOOL OF EDUCATION, 1974. ORDER NO. 74-19,066, 315 PAGES.

Using 250 students from English classes in a Boston suburban high school with classes randomly assigned to experimental or

control groups, examines the effect of 25 lessons in character analysis. Using analysis of covariance, finds no statistically significant differences, although the experimental group demonstrated greater gains in character analysis, ability to interpret literary materials, vocabulary development and reading comprehension.

(Iowa Tests of Educational Development Test 7, Ability to Interpret Literary Materials; California Reading Test ; Test 1, Vocabulary and Test 2 Comprehension; Otis-Lennon Mental Ability Test , Advanced Level; "Character Analysis Test")

.....6114

JOHNSON, MYRTLY RICARD. A STUDY OF ETHNIC DIVERSITY IN LANGUAGE AND LITERATURE INSTRUCTION IN SELECTED SECONDARY SCHOOLS IN KANSAS AND LOUISIANA, 1972-1974. PH.D. KANSAS STATE UNIVERSITY, 1974. ORDER NO. 75-5187, 165 PAGES.

Attempts to identify provisions made for the inclusion of information by and about minority groups in randomly selected secondary language and literature curricula in Kansas and Louisiana during 1972-74. Questionnaire responses from 159 teachers (79.5 percent) indicated 79.5 percent of respondents reported some use of minority related content; however, over 75 percent of them were found to have a lack training in this area. (Questionnaire)

.....6115

CLEMONS, MAE OLLIE. AN EXAMINATION OF THE CURRENT STATUS OF LITERATURE PROGRAMS IN SELECTED SENIOR HIGH SCHOOLS IN THE STATE OF FLORIDA. PH.D. THE FLORIDA STATE UNIVERSITY, 1974. ORDER NO. 75-6312, 117 PAGES.

Surveys literature teaching in selected Florida senior high schools using questionnaire responses of 191 (73 percent of sample) teachers from 27 schools. Presents conclusions involving school size, expenditure per pupil, objectives, teacher characteristics and use of materials and strategies. (Questionnaire)

.....6116

TREVINO, ALBERT DWIGHT. MEXICAN-AMERICAN LITERATURE IN THE HIGH SCHOOL ENGLISH PROGRAM: A THEORETICAL AND PRACTICAL APPROACH. PH.D. THE UNIVERSITY OF TEXAS AT AUSTIN, 1974. ORDER NO. 75-4468, 132 PAGES.

Reports that there is a significant amount of Mexican-American literature available which could be effectively incorporated into a high school literature program to meet the needs of an ethnically integrated English classroom. Analyzes some selected contemporary Mexican-American literature from four critical

orientations and provides an annotated bibliography of short fiction, poetry and novels.
(Critical content analysis)

.....6117

DEVOE, THELMA EDMUNDS. A STUDY OF SKILLS DEVELOPMENT IN ENGLISH ELECTIVE PROGRAMS IN SELECTED PUBLIC SECONDARY SCHOOLS IN MASSACHUSETTS. ED.D. BOSTON UNIVERSITY SCHOOL OF EDUCATION, 1975. ORDER NO. 75-20,917, 280 PAGES.

Investigates the processes and procedures utilized in designing and maintaining the teaching of communication skills in English elective programs using a systematic case-study description of skills components in the elective English programs in four Massachusetts public secondary schools. Data from verbal interviews and examination of printed materials are presented and a set of guidelines advisable for the development and incorporation of skills components presented.
(Interviews; content analysis)

.....6118

BAYLESS, CHARLES EUGENE. AN ANALYSIS OF THE ALIENATION MOTIF IN SECONDARY SCHOOL LITERATURE. PH.D. DUKE UNIVERSITY, 1975. ORDER NO. 75-29,490, 397 PAGES.

Discusses the term "alienation" and its relevancy to adolescents, surveys the philosophies of state departments of education, examines state adopted textbooks, and individual literature courses and includes reactions from instructors who have had experience in teaching selections incorporating the alienation theme.
(Content analysis)

.....6119

BURGESS, ELIZABETH THOMAS D. THE READING PROGRAM IN TWELFTH GRADE ENGLISH CLASSES IN SELECTED SCHOOLS. ED.D. AUBURN UNIVERSITY, 1974. ORDER NO. 74-23,110, 212 PAGES.

Identifies fundamental concepts for providing individualized English reading programs in secondary schools, examines the literature relative to purpose and organization of the reading program and the preparation of teachers, analyzes existing twelfth grade programs in selected school and presents four recommendations for the improvement of reading programs in the selected schools
("Checklist of Major Concepts for the Reading Program")

.....6120

RACKISH, FRANK A. A CANON OF ENGLISH SCHOOL FICTION: A SURVEY OF NOVELS CURRENTLY RECOMMENDED TO STUDENTS IN THE SECONDARY SCHOOLS OF PENNSYLVANIA, 1975. ED.D. THE PENNSYLVANIA STATE UNIVERSITY, 1975. ORDER NO. 76-1375, 439 PAGES.

Describes the novels taught in the English classes of one Pennsylvania high school and summarizes the responses of 106 teachers in fifteen counties and of the students and teachers in the selected school to questions concerning these novels. Reports that there are certain novels which begin to constitute a secondary school canon in Pennsylvania.
(Questionnaire)

.....6121

SEARSON, MARILYN. ADOLESCENT CULTURE IN JUNIOR NOVELS: A CONTENT ANALYSIS OF SELECTED JUNIOR NOVELS RECOMMENDED IN THE 1972, 1973, AND 1974 SUPPLEMENTS OF THE JUNIOR HIGH SCHOOL LIBRARY CATALOG. PH.D. THE FLORIDA STATE UNIVERSITY, 1975. ORDER NO. 76-2703, 170 PAGES.

Considers the content of 60 novels published between 1969 and 1974 set in contemporary United States and primarily concerned with problems of an adolescent main character, aged 11 to 18. Reports the overall environment described for the fictional adolescent was not comparable to the typical environment of early adolescents in the U.S. today. The overall concern of adolescents in "growing up" was continually emphasized in these novels but the problems which are an integral part of the "growing up" process were not well developed.
(Content analysis)

.....6122

LAUBENFELS, MARY JEAN. A STUDY OF THE THEME OF WAR IN SELECTED LITERATURE FOR JUNIOR HIGH READERS (1940-1975). PH.D. THE OHIO STATE UNIVERSITY, 1975. ORDER NO. 75-26,610, 176 PAGES.

Describes the junior novel as an effective vehicle for conveying human relations concepts, surveys research on students' attitudes towards war and peace, examines earlier attitudes and recent changes in adult war fiction and analyzes in detail a group of recent junior novels and personal accounts of World War II and more recent conflicts.

.....6201

BLUE, LARRY LAMAR. A STUDY OF THE INFLUENCE OF CERTAIN FACTORS IN SCIENCE MATERIALS ON THE READING COMPREHENSION OF SEVENTH GRADE PUPILS. ED.D. INDIANA STATE UNIVERSITY, 1964. ORDER NO. 65-2363, 232 PAGES.

Considers the influence of readability factors, style of writing, author's definitions and students' general reading comprehension on comprehension of science materials using 240 randomly selected grade 7 students and eight specially prepared science selections of 900 words each. Analyses of variance and correlational analyses indicated no significant differences in science reading comprehension attributable to the manipulated factors.

(California Achievement Test ; California Survey Test of Science for Junior High ; Junior High California Short-Form Test of Mental Maturity)

.....6202

JONES, JOHN LINK. EFFECTS OF SPELLING INSTRUCTION IN EIGHTH-GRADE BIOLOGICAL SCIENCE UPON SCIENTIFIC SPELLING, VOCABULARY AND READING COMPREHENSION; GENERAL SPELLING, VOCABULARY AND READING COMPREHENSION; SCIENCE PROGRESS; AND SCIENCE ACHIEVEMENT. ED.D. UNIVERSITY OF MARYLAND, 1966. ORDER NO. 67-6121, 136 PAGES.

Examines the effects of spelling instruction in science words using three average and three above average sections of grade 8 biology students with experimental groups receiving one 47 minute instructional period weekly for 30 weeks. Concludes (1) for above average groups, differences were significant for Science Spelling , Science Vocabulary , Science Achievement and California Spelling Tests (2) for average groups, significant differences were indicated only for the Science Spelling Tests , and, (3) testing at the end of grade 9 indicated no carry-over for the average groups, and significant differences only for Science Spelling and Achievement for the above average groups.

(Science Spelling Test ; Science Vocabulary Test ; Science Achievement Test ; California Spelling Test ; Science Reading Comprehension Test ; California Vocabulary Test ; California Reading Comprehension Test ; Science Sequential Tests of Educational Progress)

.....6203

PLESS, HERBERT. THE USE OF STRUCTURAL ANALYSIS BY HIGH SCHOOL BIOLOGY STUDENTS AS A METHOD FOR LEARNING AND RETAINING THE DEFINITIONS OF TECHNICAL VOCABULARY TERMS. ED.D. TEMPLE UNIVERSITY, 1966. ORDER NO. 67-6256, 177 PAGES.

Compares data for 200 tenth grade biology students assigned to an experimental group using vocabulary booklets specially

designed to accent structural elements in conjunction with the on-going biology program or to a control group using booklets without the special design and concludes that the experimental group learned and retained more definitions of selected biology terms than controls.

(Vocabulary tests; unit tests from the text Modern Biology)

.....6204

BRADLEY, BETTY ANN BIEL. THE NATURE AND RECOMMENDED USE OF REFERENCE MATERIALS IN HIGH SCHOOL BIOLOGY TEXTBOOKS. PH.D. THE UNIVERSITY OF TEXAS, 1966. ORDER NO. 66-14,355, 100 PAGES.

Analyzes five high school biology textbooks published in the early 1950's and five in the 1960's with respect to author stimulation of reading outside the text. Titles of 1339 publications and 44 journals were checked against the AAAS Science Book List for Young Adults. Trends in newer texts were toward suggestions of fewer and newer books, use of more quotations, suggestions of more journals and introductions of more historically important scientists.

(Content Analysis)

.....6205

MARS, PAUL ARNE. HIGH SCHOOL GEOMETRY ACHIEVEMENT AS RELATED TO READING ACHIEVEMENT, ARITHMETIC ACHIEVEMENT AND GENERAL INTELLIGENCE IN THE PUBLIC SCHOOLS OF LINCOLN, NEBRASKA, 1970. ED.D. THE UNIVERSITY OF NEBRASKA, 1970. ORDER NO. 70-17,735, 123 PAGES.

Suggests that correlations obtained for reading comprehension and general intelligence with geometry achievement for 192 male and 190 female partially randomly selected Lincoln, Nebraska, high school students were sufficiently high to accept reading comprehension and intelligence as major contributors to geometry achievement.

(California Short Form Test of Mental Maturity ; California Achievement Tests: Junior High Level, Arithmetic ; California Achievement Tests, Advanced, Reading ; Cooperative Mathematics Tests, Geometry)

.....6206

DVERGSTEN, DENNETH CARROLL. THE EFFECT OF THE USE OF ADVANCE ORGANIZERS COMBINED WITH GUIDED DISCOVERY ON ACHIEVEMENT AND RETENTION IN HIGH SCHOOL BIOLOGY. PH.D. UNIVERSITY OF MINNESOTA, 1971. ORDER NO. 71-22,198, 247 PAGES.

Compares the sample of 30 tenth graders from a St. Paul, Minnesota suburban school stratified by sex and ability and randomly selected and assigned to (1) advance organizers combined with guided-discovery or (2) guided-discovery alone.

Analyses of variance t-tests and F-tests indicated no significant differences between the groups on learning facts, concepts and principles of biology, understanding methods and processes of science and critical thinking abilities on the post tests or on retention tests after a 56 day period. Guided-discovery alone was more effective in developing positive attitudes toward science and science related concepts.

(Watson-Glaser Critical Thinking Appraisal -Form YM; Nelson Biology Test -Form J; Processes of Science Test -Form A; Differential Aptitude Test ; modified semantic differential)

.....6207

FRYAR, WILLIAM RUFFUS. EFFECT OF PROGRAMMED INSTRUCTION AND READING LEVEL REDUCTION ON SCIENCE ACHIEVEMENT OF SEVENTH GRADE UNDERACHIEVERS. ED.D. THE UNIVERSITY OF FLORIDA, 1971. ORDER NO. 72-9700, 257 PAGES.

Using a pretest-posttest control group design involving 236 Jacksonville, Florida junior high school students over four weeks assigned to graded programmed, nongraded programmed or nongraded nonprogrammed materials examines achievement of seventh grade underachievers in a life science course. Concludes, following analysis of variance, that programmed materials enhanced achievement gains, but there was no consistent indication in favour of graded materials. (Fry's Graph for Estimating Readability; Stanford Achievement Test ; researcher constructed criterion tests)

.....6208

COREY, NOBLE RAY. THE EFFECT OF BIOLOGY COMPREHENSION AND READING RATE ON NINTH-GRADE STUDENTS BY USING REWRITTEN SCIENTIFIC JOURNAL ARTICLES AS A LEARNING DEVICE. PH.H. PURDUE UNIVERSITY, 1972. ORDER NO. 73-6003, 318 PAGES.

Involves six Scientific American articles on biology in the original versions and rewritten according to Yoakam's procedure in a factorial design with students classified by achievement and reading rate and randomly assigned to original or revised articles. Analysis of variance and Tukey's W-Procedure indicated ninth grade students increased their reading rate and comprehension through the use of the simplified materials. (Iowa Test of Basic Skills ; Yoakam Readability Formula ; criterion measures of rate and comprehension)

.....6209

BETHUNE, PAUL P. A COMPARISON OF ABILITY TO READ A STANDARDIZED SCIENCE TEST AND A REVISED STANDARDIZED SCIENCE TEST WITH THE TEST RESULTS AS INTERPRETED THROUGH PRACTICE IN THE SCHOOLS. ED.D. UNIVERSITY OF SOUTHERN MISSISSIPPI, 1972. ORDER NO. 73-5549, 132 PAGES.

Probes the changes that might occur in achievement test results with test items made easier to read using 198 students completing the revised Florida State-Wide Testing Program and 214 the reconstructed test. Concludes that making a test easier to read does not produce changes in the results of the test. (Florida State-Wide Testing Program; Comprehensive Test of Basic Skills)

.....6210

BENNING, BARBARA MARSHALL. AN INVESTIGATION CONCERNING THE DIFFERENTIAL EFFECT OF FIVE SELECTED CLOZE PROCEDURE DELETION PATTERNS ON NARRATIVE SCIENCE MATERIAL. PH.D. UNIVERSITY OF MARYLAND, 1973. ORDER NO. 74-243, 160 PAGES.

Considers whether narrative science material mutilated according to selected cloze procedure patterns conveys the same amount of factual information to students as does the un mutilated passage using two control and 5 experimental groups involving 272 eighth grade students near Washington, D.C. Analyses of covariance indicated results of a factual knowledge instrument consistently in favour of control groups reading the un mutilated version. (35 item factual knowledge test; Cloze procedure)

.....6211

MOORE, WILLIAM JAMES. AN ANALYSIS OF STUDENT OUTCOMES IN BIOLOGY WHEN AUDIO-TAPES ARE USED TO SUPPLEMENT READING FOR LOW ACHIEVERS. PH.D. UNIVERSITY OF IOWA, 1973. ORDER NO. 73-30,955, 102 PAGES.

Analyzes the effectiveness of audio tapes used by poor readers to aid in reading their biology textbook using 43 students randomly assigned to one of three treatment groups. Analyses of variance and covariance indicated no statistically significant differences for attitude, or for science reading abilities and achievement.

(Science: Attitude Toward Any School Subject ; Processes of Science Test ; Iowa Test of Educational Development , Form Y-5, Test 6; Final Comprehensive Examination for Patterns and Processes ; text- Patterns and Processes)

.....6212

LOEHRLEIN, F.M.I., SISTER MARCEDA. TEACHER JUDGEMENT AS A MEASURE OF READING DIFFICULTY IN THE LANGUAGE OF MATHEMATICS. PH.D. PURDUE UNIVERSITY, 1973. ORDER NO. 74-15,195, 189 PAGES.

Using analysis of variance and correlation techniques establishes that teacher judgment is a highly reliable measure of readability of materials written in the language of mathematics. Twenty-one passages from instructional materials for grades 6 through 11 were rated by 120 secondary mathematics teachers on a rating scale containing 20 variables which was validated through correlation with comprehension scores. (Rating scale for readability of the language of mathematics; Cloze and comprehension measures)

.....6213

KELLEY, PEGGY JOY L. EFFECTIVENESS OF A PERFORMANCE CONTRACTING PROGRAM IN READING AND MATHEMATICS RELATIVE TO EDUCATIONALLY DEPRIVED SECONDARY SCHOOL STUDENTS. ED.D. NORTH TEXAS STATE UNIVERSITY, 1973. ORDER NO. 74-4040, 140 PAGES.

Compares skills achievement and retention in reading and mathematics of 239 experimental high school students participating in a performance contracting program with those of 219 controls instructed with the State of Louisiana approved textbooks. Analyses of covariance indicated no significant differences between the control and experimental groups in achievement or retention.
(California Achievement Tests)

.....6214

ALLEN, DAVID WILLIAM. READING COMPREHENSION AND THE MEASURE OF SCIENCE ACHIEVEMENT USING THE 1968-1969 ISCS TEST AND THE REVISED ISCS TEST. PART III OF : AN ANALYSIS OF SELECTED ASPECTS OF THE ISCS MODEL OF SCIENCE TEACHING. ED.D. TEMPLE UNIVERSITY, 1974. ORDER NO. 74-19,740, 207 PAGES.

Presents results of (1) a pilot study indicating that handicapped readers had a problem reading the Intermediate Science Curriculum Study Test and (2) an adaptation of the test with data for 29 classes indicating that the test was revised so that reading ability did not block the measure of science items. (Intermediate Science Curriculum Study test, 1968-69, on Volume I of Probing the Natural World ; Iowa Test of Basic Skills ; Revised Intermediate Science Curriculum Study test)

.....6215

PARLER, JANE BOYNE. READING SKILLS INCORPORATED INTO MATHEMATICS INSTRUCTION'S EFFECT ON ABILITY TO SOLVE MATHEMATICAL WORD PROBLEMS. PH.D. UNIVERSITY OF SOUTH CAROLINA, 1974. ORDER NO. 75-8686, 118 PAGES.

Using analysis of covariance, compares data for experimental classes receiving six weeks general reading skills instruction related to their regular mathematics lessons, with that for controls taught without the reading instruction. For the four seventh (n = 95) and two sixth grade (n = 50) classes in Augusta, Georgia, the reading instruction did not increase ability to solve mathematical word problems nor reading or mathematical ability above those gains made in regular classrooms.

(Metropolitan Achievement Test , Form F and G)

.....6216

GELMAN, WILLIAM. THE EFFECT OF SELECTED LINGUISTIC FACTORS ON THE READING DIFFICULTY OF SCIENCE MATERIALS. PH.D. HOFSTRA UNIVERSITY, 1975. ORDER NO. 75-23,104, 198 PAGES.

Examines the relationship of structural, transformational and stylistic factors to the combined individual cloze and Dale-Chall scores of 15 passages of approximately 270 words, one each from biology, chemistry and physics at the 5-6th, 7-8th, 9-10th, 11-12th and 13-15th grade levels. Applies correlational, regression and analysis of variance to data for 50 seventh grade students of above average reading ability.

(Dale-Chall Readability Formula; Cloze comprehension tests)

.....6217

WARDLE, KATHERINE FISKE. THE PREDICTED VERSUS ACTUAL CONTRIBUTION OF SCIENCE TEXTBOOK ILLUSTRATIONS TO PUPIL READING COMPREHENSION. PH.D. COLUMBIA UNIVERSITY, 1975. ORDER NO. 75-16,147, 173 PAGES.

(1) Analyzes ratings of 37 elementary teachers and 144 seventh grade students on the predicted value of textbook illustrations and finds low agreement within both groups. (2) Compares teacher and pupil predicted learning values and actual learning value of illustrations using data from part (1) and 191 seventh graders assigned to one of five treatment conditions. Illustrations were not found to aid the reading comprehension of the total student group.

(Criterion measures; rating scales)

.....6301

WOOD, JOHN A. AN ASSESSMENT OF THE RELATIVE EFFECTIVENESS OF THE USE OF SOCIAL STUDIES TEXT MATERIAL VERSUS FICTIONAL MATERIAL IN DEVELOPING READING ABILITY WITH SEVENTH GRADE CHILDREN. PH.D. SYRACUSE UNIVERSITY, 1970. ORDER NO. 71-18,516, 120 PAGES.

Uses two seventh grade classes in each of three Syracuse schools with students identified as "average" readers and randomly selected and assigned to treatment I where they received 30 reading lessons over six weeks using fictional materials, or to treatment II, where they received similar training using social studies text material. Finds training in using content material no more effective in developing social studies reading ability or general reading ability.

(California Reading Test , Section G, Junior High Level; Sequential Tests of Educational Progress , Reading Test , Junior High Level; California Tests of Mental Maturity)

.....6302

GILDEA, RAY YEAKLE JR. THE EFFECTS OF THE USE OF SELF-INSTRUCTIONAL MATERIALS ON THE LEARNING OF MAP READING SKILLS IN GRADES SEVEN THROUGH NINE. ED.D. UNIVERSITY OF VIRGINIA, 1970. ORDER NO. 71-6679, 109 PAGES.

Compares map reading skills of students taught by programmed instruction with those taught by traditional lecture method and finds, following analyses of variance, chi-square analyses and t-tests that (1) control groups showed significant gains in achievement while the programmed groups did not, and (2) an interaction effect between grade level and teaching method appeared. Control groups received 200 minutes of instruction while programmed groups received, on the average, 85.

(standardized IQ measure; measures of achievement and attitude)

.....6303

ESTES, THOMAS HOWARD. USE OF GUIDE MATERIAL AND SMALL GROUP DISCUSSION IN READING NINTH GRADE SOCIAL STUDIES ASSIGNMENTS. PH.D. SYRACUSE UNIVERSITY, 1970. ORDER NO. 71-10,911, 275 PAGES.

Compares the use of guide material with small group discussion, guide material without small group discussion, and prereading questions using six classes taught by two teachers over a 15 week period. Concludes (1) for social studies knowledge and reading comprehension, differences favoured guides without discussion over guides and discussion, but no differences appeared between guides and prereading questions, and (2) for attitude, differences favoured the use of prereading questions over guide material.

(researcher constructed measures of social studies knowledge and attitude towards social studies; Stanford High School Reading Test)

.....6304

JEKEL, JEROME R. A STUDY OF THE EFFECTS OF A FREE READING PROGRAM IN SOCIAL STUDIES ON THE SELF-IMAGE OF A SELECTED GROUP OF ELEVENTH GRADE CORE STUDENTS. ED.D. THE UNIVERSITY OF NORTH DAKOTA, 1970. ORDER NO. 72-16,364, 229 PAGES.

Assesses a Free Reading Program focusing on a personalized curriculum giving students a free choice of materials offered as a substitute for all social studies requirements to 48 vocationally-oriented eleventh graders in Grand Forks, North Dakota. Analyses of variance and covariance and t-tests performed on data for 17 volunteers for the program and 31 non-participating students indicated no significant change in students' self image as a result of the program, although other significant differences did appear.

(California Psychological Inventory ; opinionnaire; questionnaire; interview data)

.....6305

SABATELLA, D. FRANCIS. A COMPARISON OF THE EFFECTIVENESS OF A READING METHODOLOGY WITH TRADITIONAL METHODOLOGY IN WORLD HISTORY FOR TENTH GRADE STUDENTS. PH.D. ST. JOHN'S UNIVERSITY, 1970. ORDER NO. 70-23,261, 229 PAGES.

Employs a matched groups design to compare experimental groups given instruction in a reading centred methodology emphasizing use of rewritten content material with control groups receiving only incidental training in reading. Involved six experienced teachers in Bethpage, New York, over a school year. Analyses of variance and Newman Keuls multiple comparison tests indicated reading comprehension and content achievement were significantly improved for the experimental groups with students in higher intellectual levels deriving the most benefit. Gains were retained after one year.

(measure of paragraph reading comprehension and IQ; Cooperative Social Studies Test in World History ; New York State Regents Examination in World History ; Iowa Silent Reading Tests)

.....6306

BERGET, ELLSWORTH ARDELL. THE USE OF ORGANIZATIONAL PATTERN GUIDES, STRUCTURED OVERVIEWS AND STRUCTURED SUMMARIES IN GUIDING SOCIAL STUDIES READING. PH.D. SYRACUSE UNIVERSITY, 1973. ORDER NO. 74-10,130, 213 PAGES.

Using 182 tenth grade students in ten classes taught by two teachers, investigates a control group and two experimental treatments involving a functional approach to teaching reading in the social studies class over an eight week period. No significant differences appeared between treatment groups on social studies knowledge and social studies reading achievement. (measure of social studies knowledge and social studies reading

achievement)

.....6307

VACCA, RICHARD T. AN INVESTIGATION OF A FUNCTIONAL READING STRATEGY IN SEVENTH GRADE SOCIAL STUDIES CLASSES. PH.D. SYRACUSE UNIVERSITY, 1973. ORDER NO. 74-8319, 239 PAGES.

Examines a reading strategy incorporating Organizational-Interpretive reading guides and interdependent small groups using four groups of seventh graders. Concludes the experimental treatments significantly affected (1) development of a basic tool for comprehending expository text (2) facilitation of specified content learning objectives in a unit of instruction, and (3) the process of reading social studies material. (Criterion measures of social studies)

.....6308

CARNEY, HEATHER CAMPBELL. AN INVESTIGATION OF THE EFFECTS OF THE USE OF ADJUNCT AIDS IN NINTH GRADE SOCIAL STUDIES MATERIALS. PH.D. SYRACUSE UNIVERSITY, 1973. ORDER NO. 74-8346, 197 PAGES.

Compares two experimental classes using materials involving models of desirable reading behaviour and demanding directed responses with a control class using unaltered textual material for a three week social studies unit. Correlational analysis of post test data indicated (1) experimental subjects produced significantly greater quantity of inserted comment and idea units and of relevant idea units and relevant idea units reflecting understanding, and (2) no significant differences appeared on knowledge and understanding of textual material. (Tests of content mastery; written reactions to an unaltered passage)

.....6309

FRYE, MILTON. THE DEVELOPMENT OF MAP READING ABILITIES IN NINE TO FOURTEEN YEAR OLD CHILDREN. PH.D. CLAREMONT GRADUATE SCHOOL, 1973. ORDER NO. 73-14,253, 94 PAGES.

Examines six component measures of map reading ability for a stratified random sample of 30 males and 30 females in grade 3 through 8 in Lynne, New Hampshire. Multivariate analysis of variance and descriptive statistics indicated (1) no significant differences in mapping abilities by sex and (2) a significant gap between paired adjacent age groups only between nine and ten year olds, although a significant gap appeared between the performance of the ten to twelve year old group and the thirteen and fourteen year olds.

(Six component measure of mapping ability)

.....6310

CARNEY, JOHN JOSEPH III. AN INVESTIGATION OF THE EFFECTS OF SEPARATE VERSUS CONTENT-INTEGRATED READING TRAINING ON CONTENT MASTERY AND SOCIAL STUDIES READING ABILITY OF JUNIOR HIGH SCHOOL SOCIAL STUDIES STUDENTS. PH.D. SYRACUSE UNIVERSITY, 1973. ORDER NO. 74-8347, 183 PAGES.

Employs a two way analysis of variance (three levels of social studies reading ability x three treatment levels) to examine data on content mastery and social studies reading ability for eighth grade students assigned to (1) reading skills instruction followed by directed transfer to social studies content reading, (2) reading-content integration, or (3) non-directed reading of social studies content. No significant differences by treatment appeared.

(Measures of content mastery and ability to interpret reading materials in social studies)

.....6311

BLENSTINE, EDWIN L. THE DISABLED READER: A STUDY OF AN AUDITORY MODE OF LEARNING PROCEDURE ON SOCIAL STUDIES ACHIEVEMENT. PH.D. SAINT LOUIS UNIVERSITY, 1973. ORDER NO. 74-24,067, 197 PAGES.

Using 39 students selected from seventh grade of a suburban St. Louis school district kept in the regular program and receiving the same reading assignments as "non-disabled" peers, examines the effects of providing tape-recordings for all reading assignments. Analysis of variance, Newman Keuls and t-tests indicated that input by the audio modality produced a significant increase in social studies achievement.

(Stanford Achievement Test , Social Studies ; Wechsler Intelligence Scale for Children ; achievement tests)

.....6312

BAKER, ROBERT LAWRENCE. THE USE OF INFORMATIONAL ORGANIZERS IN NINTH GRADE SOCIAL STUDIES. ED.D. SYRACUSE UNIVERSITY, 1974. ORDER NO. 76-7397, 150 PAGES.

Investigates the effects of Informational Organizers on learning and retention in a two part study utilizing two different samples of grade nine students. Concludes (1) Informational Organizers significantly enhanced the learning and retention of information in a social studies reading selection for both low verbal and high verbal subjects, and (2) the organizers significantly increased content knowledge and knowledge of term relationships for high verbal subjects but not for low verbals, over a six week period.

(Criterion content test; measure for relationship of terms)

.....6313

HASH, RONALD JESSE. THE EFFECTS OF A STRATEGY OF STRUCTURED OVERVIEWS, LEVELS GUIDES AND VOCABULARY EXERCISES ON STUDENT ACHIEVEMENT, READING COMPREHENSION, CRITICAL THINKING AND ATTITUDES OF JUNIOR HIGH CLASSES IN SOCIAL STUDIES. ED.D. STATE UNIVERSITY OF NEW YORK AT BUFFALO, 1974. ORDER NO. 74-29,239, 217 PAGES.

Investigates the effects of a treatment strategy using a Solomon four group design with 56 classrooms and 14 volunteer teachers trained to design and implement reading skills materials in social studies classrooms. Following weekly sessions for 16 weeks, analyses of variance and t-tests indicated (1) no significant results attributable to treatment on three standardized and one non-standardized measures administered to students, (2) significant differences between pre and post test results of the teachers' Attitude Scale-Reading Instruction, and Questionnaire on Reading - Understanding and the Social Studies Skills preference ranking instrument.

(Stanford Achievement Test - Social Studies - Advanced, forms W and X; Stanford Achievement Test - Advanced Paragraph Meaning, forms W and X; Cornell Critical Thinking Test, Level X; Junior High School Attitude Survey - Social Studies; Attitude Scale - Reading Instruction; Questionnaire on Reading - Methodology; Questionnaire on Reading Understanding; Social Studies Skills preference ranking instrument)

.....6314

NAMEY, NORMAN DAVID. A COMPARISON OF RELATIONSHIPS AMONG CLOZE GAIN SCORES AND GRADES IN SOCIAL STUDIES. ED.D. LEHIGH UNIVERSITY, 1975. ORDER NO. 75-24,009, 164 PAGES.

Analyzes data from six cloze tests administered over nine weeks and social studies achievement for 157 male and 150 female randomly selected Kingston, Pennsylvania students receiving 50 minutes of social studies instruction daily. Analysis of variance, Scheffe's multiple comparison test and correlational analysis indicated (1) no significant gain on cloze scores or by sex, (2) cognitive gains may be expected to be minimal whenever texts are too difficult, and (3) success of students in a predominantly "textbook" course is determined to a large extent by reading proficiency upon entering the program. (six cloze tests; social studies grades)

.....6315

JOHNSON, BARBARA ANNE STUBBS. THE DEVELOPMENT AND VALIDATION OF TEN PASSAGES WRITTEN FOR AN INFORMAL SOCIAL STUDIES READING INVENTORY FOR USE IN SECONDARY SCHOOLS. PH.D. KANSAS STATE UNIVERSITY, 1975. ORDER NO. 75-25,040, 113 PAGES.

Presents a set of social studies reading passages written for grades 3 through 12 as the initial step in constructing an informal reading inventory for the social sciences. Cloze test data for 219 male and 257 female central Kansas students indicated that most of the passages needed to be revised and simplified, and that further testing with more grade levels was necessary.

(Dale-Chall readability formula; cloze tests)

.....6316

TENENBAUM, ARLENE BONITA KATZ. THE EFFECTS OF ORGANIZATION AND CONTEXT UPON COMPREHENSION OF SOCIAL STUDIES TEXT. PH.D. 1976. ORDER NO. 76-13,082, 128 PAGES.

Examines the effects of variation in text upon comprehension involving immediate free recall, and recognition of factual detail and the main idea and inference. Controlling for reading achievement, sex and previous knowledge of the passage, examination of data revealed that of the contextual variables, only previous knowledge contributed to an increase in amount of information recalled. Significant task dependent effects for variations in organization and context were found.

(Researcher developed task)

7. READING PROBLEMS

7.1 TREATMENT

.....7001

JAN-TAUSCH, JAMES. CONCRETE THINKING AS A FACTOR IN READING RETARDATION. ED.D. RUTGERS UNIVERSITY, 1960. 69 PAGES.

Explores the ability of 170 fourth, fifth, sixth and seventh advanced and retarded readers to behave in an abstract fashion using parts of the Goldstein-Sheerer battery of Abstract and Concrete Thinking Tests and finds (1) significant differences on the Color Form Sorting Test (2) advanced readers, generally, more abstract thinkers with girls behaving more abstractly than boys, and (3) relationship between concept attitudes and reading achievement tending to increase at higher grades.

(Goldstein-Scheerer battery of Abstract and Concrete Thinking Tests ; California Reading Test)

.....7002

PENNINGROTH, MARY PERSIS. A STUDY OF SELECTED CHARACTERISTICS OF DISABLED READERS IN THE NINTH GRADE OF A LARGE POPULATION IN GEORGIA. ED.D. UNIVERSITY OF GEORGIA, 1963. ORDER NO. 63-7461, 191 PAGES.

Compares a random sample of 32 disabled readers selected from "school stay-ins" with a sample of disabled reader dropouts and finds no significant differences between the groups in reading difficulty or intelligence, although the dropouts were significantly different in attitudes, attendance, popularity, and physical and social-emotional health.

(Standardized tests; rating scales; interviews; case summaries)

.....7003

SAWYER, PITA. A STUDY OF DISCRIMINATION BY THE SUB-TESTS OF THE WECHSLER INTELLIGENCE SCALE FOR CHILDREN BETWEEN MILDLY DISABLED AND SEVERELY DISABLED READERS. ED.D. SYRACUSE UNIVERSITY, 1964. ORDER NO. 65-3457, 162 PAGES.

Finds that substantial evidence supported the possibility of distinguishing between mildly disabled and severely disabled readers on the basis of the sub-tests of the WISC for a random sample of 180 disabled readers.

(Wechsler Intelligence Scale for Children)

.....7004

BACHER, JESSE HIRAM. THE EFFECT OF SPECIAL CLASS PLACEMENT ON THE SELF-CONCEPT, SOCIAL ADJUSTMENT, AND READING GROWTH OF SLOW LEARNERS. PH.D. NEW YORK UNIVERISTY, 1964. ORDER NO. 65-6570, 156 PAGES.

Uses t-tests to compare data for an experimental population of 30 special class children from grades 6, 7, and 8 and a control population of 30 slow learners in regular classrooms. Concludes that special class placement alone does not appear to produce differences in self concept nor to enhance reading growth, but special class placement can be effective in improving social adjustment within the school.

(Columbia Classroom Social Distance Scale ; Davidson-Land Checklist of Thirty-Five Trait Names ; Stanford Achievement Test)

.....7005

WATSON, RICHARD LEE. AN ANALYSIS OF NINE SELECTED FACTORS RELATING GOOD AND POOR READERS IN THE SIXTH GRADE TO DROPPING OUT BEFORE THE COMPLETION OF HIGH SCHOOL. ED.D. INDIANA UNIVERSITY, 1964. ORDER NO. 65-2404, 130 PAGES.

Analyzes selected factors for the two most recent graduating classes at an Evansville, Indiana school with classes reassembled as they were in sixth grade and operationally divided into (1) good reading graduates (2) reading dropouts (3) poor reading graduates, and (4) poor reading dropouts. Chi square analysis indicated that dropout and graduate comparisons are more definite when reading grade level is accounted for, and that identification of potential dropouts is possible in the elementary school on the basis of the nine selected factors. (Measures of SES; attendance; family mobility; entering school age; home stability; number of siblings; academic success, sex and IQ)

.....7006

SCHWYHART, FREDERICK KEITH. EXPLORATION OF SELF-CONCEPT OF RETARDED READERS IN RELATION TO READING ACHIEVEMENT. ED.D. UNIVERSITY OF ARIZONA, 1967. ORDER NO. 67-12, 397 PAGES.

Looks at self concept of 35 ninth grade retarded readers involved in a reading improvement program and finds (1) while only slightly more than half the students actually showed reading improvement, almost all felt that their reading had improved, and (2) students indicated feelings of inadequacy, incompetence and years of failure and frustration.

(Self concept measures; sentence completion, Q-sort; self description; self portrait; individual interviews)

.....7007

BEAN, WILLIAM JAMES. THE ISOLATION OF SOME PSYCHOMETRIC INDICES OF SEVERE READING DISABILITY. PH.D. TEXAS TECHNOLOGICAL COLLEGE, 1967. ORDER NO. 68-2607, 118 PAGES.

Compares 25 retarded seventh, eighth, and ninth graders matched by age and IQ with an equal number of average readers, using t-tests, discriminant analysis, multiple correlations and regression equations. Finds (1) retarded readers showed a generalized verbal deficit, (2) sequential memory was a critical element, and (3) visual motor coordination and gross brain pathology was not a critical factor.

(Battery of psychological tests; measure of reading ability)

.....7008

ROSNER, STANLEY L. AN INVESTIGATION OF CERTAIN ASPECTS OF SELF-RELATED CONCEPT AND PERSONALITY OF ACHIEVING READERS AND MILDLY UNDERACHIEVING READERS AND THEIR MOTHERS. PH.D. TEMPLE UNIVERSITY, 1969. ORDER NO. 69-19,963, 130 PAGES.

Considers two groups of 25 eighth grade boys and their mothers with the boys identified as mildly underachieving readers (MUR) or achieving mothers (AR) and matched on age, intelligence, years in school, grade and father's occupational level. Concludes (1) AR viewed themselves as more closely meeting mothers' demands and were more accurate in assessing their mothers' perceptions of them, (2) AR tended to be more organized and high level in goal striving, more modulated in expression, and more productive, and (3) limited evidence suggested differences between the mothers of the two groups.

(Q-sort technique for self concept; Rorschach Test; informal reading inventories)

.....7009

MCCREADY, MICHAEL ANDREW. THE EFFECTS OF PHONEMIC-GRAPHEMIC CORRESPONDENCE PROBLEMS UPON READING COMPREHENSION OF BLACK NON-STANDARD SPEAKERS OF ENGLISH. PH.D. THE UNIVERSITY OF ALABAMA, 1972. ORDER NO. 73-8048, 149 PAGES.

Presents result of an instrument requiring both oral and silent reading devised to test the effects of phonemic-graphemic correspondence problems upon the reading comprehension of 60 randomly selected black children from grades 5, 6 and 7. A significant relationship appeared between students' abilities to distinguish problem phonemic-graphemic correspondences in silent and in oral reading, but neither sex nor age was a significant factor.

(Researcher developed instrument for phonemic-graphemic correspondence and reading comprehension)

.....7010

MURRAY, MICHAEL EDMOND. PROLONGED READING FAILURE AND EARLY SUCCESS IN INITIAL REMEDIAL LANGUAGE TRAINING IN CHILDREN WITH SPECIFIC READING DISABILITIES. PH.D. THE UNIVERSITY OF TEXAS, 1974. ORDER NO. 74-10,902, 110 PAGES.

Examines data for an experimental group of 104 dyslexic children beginning remedial language training at Scottish Rite Hospital for Crippled Children and a control group of 104 normal readers matched by age, sex, and income level. Finds (1) dyslexic children differ from normal on a number of personality dimensions (2) length of time a dyslexic child has experienced reading failure related significantly to anxiety, behaviour problems and a lie scale, and (3) all personality measures except test anxiety related significantly to success in remedial training.

(Piers-Harris Children's Self Concept Scale ; Kooker Achievement-Boredom Scale ; Manifest Anxiety Scale , Children's Form; Test Anxiety Scale for Children ; Behaviour Problems Checklist ; a lie scale)

7.1 TREATMENT

.....7101

SEAY, LESTEN CLARE. A STUDY TO DETERMINE SOME RELATIONS BETWEEN CHANGES IN READING SKILLS AND SELF CONCEPTS ACCOMPANYING A REMEDIAL PROGRAM FOR BOYS WITH LOW READING ABILITY AND REASONABLY NORMAL INTELLIGENCE. ED.D. NORTH TEXAS STATE COLLEGE, 1960. ORDER NO. 60-6164, 173 PAGES.

Compares an experimental group of 72 male reading clinic clients with a matched group of average readers to determine relationships between changes in reading skill and aspects of self-concept following 17 weeks of treatment. Reports a significant positive correlation between personal, social and total self-concept levels and reading scores for both groups. No differences appeared following t-tests of levels of self-concept. Changes in self-concept level and total self-concept levels seem to be positively related to experience in a remedial reading program.

.....7102

GALOTTO, JOHN VINCENT. THE COMPARATIVE EFFECTIVENESS OF INDIVIDUAL READING THERAPY AND GROUP READING THERAPY: AN EVALUATION OF INDIVIDUAL READING THERAPY AND GROUP READING THERAPY ON READING IMPROVEMENT AND ON CERTAIN ATTITUDES AND PERSONALITY CHARACTERISTICS OF ADOLESCENTS. PH.D. NEW YORK UNIVERSITY, 1961. ORDER NO. 61-2550, 102 PAGES.

Establishes that individual reading therapy is not superior to

group reading therapy for improvement of reading ability, attitudes toward reading, self-evaluated personal needs and problems, and classroom behavior. Presents data for 20 males matched by age, IQ, reading level, and classroom behaviour and assigned to 20 sessions of treatment (Measures of reading ability and attitudes towards reading; self-evaluation scales; behavior rating scale)

.....7103

STRICKLER, EDWIN. EDUCATIONAL GROUP COUNSELING WITHIN A REMEDIAL READING PROGRAM. PH.D. UNIVERSITY OF SOUTHERN CALIFORNIA, 1964. ORDER NO. 65-1284, 343 PAGES.

Appraises an experimental program combining educational and group counselling with remedial reading instruction using 36 elementary and secondary students assigned to the experimental program or to a remedial program without counselling. Reports (1) the counselled group showed significantly greater improvement in acquisition of more positive school and social attitudes, and (2) the elementary students demonstrated greater tendency to benefit from both remedial treatments.

(Gilmore Oral Reading Tests ; Gates Reading Survey ; Sentence Completion Instrument ; Picture Interpretation Test ; observations and behaviour ratings; questionnaires)

.....7104

FRIEDMAN, ROBERT. A COMPARISON OF TWO INSTRUCTIONAL PROGRAMS FOR SEVERELY RETARDED READERS AT THE JUNIOR HIGH SCHOOL LEVEL. PH.D. UNIVERSITY OF SOUTHERN CALIFORNIA, 1964. ORDER NO. 65-3103, 238 PAGES.

Compares a "reading for pleasure" program with a traditional "skill for pleasure" program using 116 seventh, eighth and ninth grade retarded readers and concludes following Chi-square analysis and the Wilcoxin matched-pairs signed-ranks test that programs were equally effective in producing reading improvement, regardless of student SES.

(Measures of silent and oral reading ability; attitude toward self and self-concept)

.....7105

SHIFFMAN, GILBERT BERNARD. AN INVESTIGATION OF THE EFFECTIVENESS OF TWO PEDAGOGICAL PROCEDURES IN THE REMEDIATION OF REMEDIAL RETARDED READERS. ED.D. UNIVERSITY OF MARYLAND, 1974. ORDER NO. 65-9893, 291 PAGES.

Using data for 80 Baltimore County, Maryland students matched on IQ, reading level and grade, and randomly assigned to remedial, corrective or developmental reading programs for a one year period, reports that (1) students in the remedial group made

significantly greater improvements on post instructional and followup measures than the other groups, and (2) secondary pupils in the corrective program scored significantly higher than the developmental group on both evaluations.
 (Stanford Reading Achievement Test ; Wechsler Intelligence Scale for Children)

.....7106

GLAD, JOAN ROGERS BOURNE. EVALUATION OF THE REMEDIAL READING PROGRAM IN UTAH PUBLIC HIGH SCHOOLS. PH.D. UNIVERSITY OF UTAH, 1965. ORDER NO. 65-13,044, 101 PAGES.

Compares reading achievement gains of more than one year for 1,512 third to twelfth graders enrolled in 85 remedial classes with yearly gains prior to remedial treatment. Finds (1) oral reading gains significant compared to previous yearly gains (2) silent reading gains nonsignificant, and (3) measures of teacher diagnostic proficiency did not yield significant correlations with reading gains of pupils.

(Gray Oral Reading Test ; Gates Reading Survey ; Terman Concept Mastery Test ; Diagnostic Abilities Test ; Case Report Test ; Edwards Personal Preference Schedule ; Educational Data Sheet)

.....7107

REID, ETHNA ROBINSON. THE NEED FOR AND THE DESIGN OF A READING CLINIC IN GRANITE SCHOOLS DISTRICT. PH.D. UNIVERSITY OF UTAH, 1965. ORDER NO. 65-12,543, 227 PAGES.

Suggests that full opportunities cannot be offered district students unless developmental, remedial and clinical services are available and staffed by qualified teachers. Determined effectiveness of current program through examination of oral reading gains for 470 remedial students, annual gains of 939 students and questionnaire responses of 45 remedial teachers.
 (Measures of oral and silent reading; questionnaire)

.....7108

HANDELMAN, ZITA KLANG. THE EFFECTS OF THE CONTROLLED READER ON THE READING IMPROVEMENT AND PERSONALITY ADJUSTMENT OF STUDENTS ENROLLED IN A HIGH SCHOOL SUMMER READING WORKSHOP. ED.D. RUTGERS, THE STATE UNIVERSITY OF NEW YORK, 1967. ORDER NO. 67-12,024, 151 PAGES.

Examines data for 60 socially restricted high school students attending a six week summer workshop who were randomly assigned to book centered techniques along, book-centered techniques and machines used substantively, and book centered techniques and machine used as placebo. The Book-centered and machine placebo method was significantly more effective than the other two in improving reading skills while the book-centered method was more

effective for personality adjustment.

(Gates Reading Survey Test ; California Personality Test)

.....7109

CLARK, EDITH SCHEPPER. STORIES ABOUT RETARDED READERS FOR USE IN THE JUNIOR HIGH SCHOOL. ED.D. COLUMBIA UNIVERSITY, 1969. ORDER NO. 67-9442, 167 PAGES.

Presents original classroom materials on a third to fifth grade reading level about problem readers with whom junior high students could identify. Includes field testing data from three similar seventh grade classes which indicated that positive attitudinal and behavioural changes occurred in most students using the materials although only approximately one-half increased their reading scores.

(Metropolitan Achievement Test ; three attitude scales; student questionnaire)

.....7110

BARBOUR, BREESSE FULTON. A COMPARISON OF TWO METHODS OF TEACHING READING TO CULTURALLY DISADVANTAGED STUDENTS. ED.D. SYRACUSE UNIVERSITY, 1967. ORDER NO. 68-5501, 187 PAGES.

Compares machine oriented and teacher oriented methods of reading instruction using 100 culturally disadvantaged secondary school students voluntarily participating in an "Upward Bound" program. Finds the machine oriented methods superior for vocabulary but not rate or comprehension.

(Diagnostic Reading Test , Survey Section, Upper Level)

.....7111

KAUFMAN, MAURICE. THE EFFECT OF INSTRUCTION IN READING SPANISH ON READING ABILITY IN ENGLISH OF SPANISH SPEAKING RETARDED READERS. PH.D. NEW YORK UNIVERSITY, 1967. ORDER NO. 67-11,108, 321 PAGES.

Using a sample of 139 Spanish speaking seventh grade retarded readers randomly assigned to Spanish or English reading instruction finds evidence of positive transfer of learning from instruction in reading Spanish to reading ability in English.

.....7112

CRAIG, JIMMIE MERLE. RELATIONSHIP BETWEEN CHANGE IN ATTITUDES OF DISADVANTAGED PUPILS TOWARD READING AND THE INVOLVEMENT OF THEIR PARENTS IN A READING PROGRAM. PH.D. UNITED STATES INTERNATIONAL UNIVERSITY, 1968. ORDER NO. 68-14,755, 264 PAGES.

Examines changes in student attitudes in relationship to their parents' participation in reading improvement classes and a series of counselling conferences using a sample of 184 disadvantaged San Diego junior high school students. Statistical evidence did not consistently indicate superiority of either the experimental group, or of the control group whose parents did not participate, for attitude change or for achievement.

(Attitude Toward Reading Q-Sort Test; Nelson Reading Test ;)

.....7113

O'NEIL, ROBERT FRANCIS. AN EVALUATION OF THE EFFECTS OF CULTURAL ACTIVITIES ON CULTURALLY DISADVANTAGED HIGH SCHOOL STUDENTS IN A DEVELOPMENTAL READING PROGRAM. ED.D. BOSTON UNIVERSITY SCHOOL OF EDUCATION, 1968. ORDER NO. 69-7866, 175 PAGES.

Compares 54 randomly selected and assigned students participating in a developmental reading program daily for 33 weeks in 1964-65 with 54 students participating in the same program in 1965-66 as well as in 15 extra-curricular cultural activities. Analyses of variance indicated significant differences in favour of the cultural activities group in reading and spelling.

(Young Silent Reading Test , Advanced Edition, Form Bm; Morrison-McCall Spelling Scale ; Kuhlmann-Anderson Intelligence Test)

.....7114

BURSUK, LAURA ZELMAN. SENSORY MODE OF LESSON PRESENTATION AS A FACTOR IN THE READING COMPREHENSION IMPROVEMENT OF ADOLESCENT RETARDED READERS. PH.D. NEW YORK UNIVERSITY, 1969. ORDER NO. 69-21,180, 158 PAGES.

Compares a remedial reading program using a correlated aural visual approach with a program using a predominantly visual approach considering data for 90 tenth grade suburban students classified according to sensory modality learning preferences. Factorial analysis of variance performed on gain scores following one semester of instruction indicated that when sensory modality learning preference is not considered, a combined aural-visual approach is more effective; however, significant modality preference by treatment interactions appeared.

(California Reading Test ; Sequential Tests of Educational Progress , Reading and Listening)

.....7115

HARWOOD, FREDERIC LEE. A COMPARISON OF AN INDIVIDUALIZED REMEDIAL READING APPROACH AND A PROGRAMMED REMEDIAL READING APPROACH WITH SELECTED JUNIOR HIGH SCHOOL STUDENTS. PH.D. UNIVERSITY OF MINNESOTA, 1969. ORDER NO. 70-1792, 294 PAGES.

Compares achievement of 60 Minneapolis eighth and ninth grade retarded readers randomly assigned to programmed remedial reading instruction, individualized remedial reading instruction, or no reading instruction. Analyses of variance indicated (1) students in the individualized group achieved significantly better than controls on the major reading subtests (2) fewer significant differences were evident between students in programmed reading and controls and (3) no significant differences appeared between programmed and individualized treatments except on speed of reading which favoured individualized. Follow up tests ten weeks later confirmed the findings.

(Large-Thorndike Intelligence Test ; Gates-McGinitie Reading Test Survey E ; Stanford Diagnostic Reading Test, Level II ; Iowa Test of Basic Skills, Spelling ; Sequential Tests of Educational Progress, Listening ; Semantic Differential attitude measure; subject grades)

.....7116

HUNSAKER, DON ELDON. THE EFFECTS OF HYPNOSIS ON THE READING REMEDIATION OF SEVENTH GRADE BOYS. ED.D. UNIVERSITY OF OREGON, 1969. ORDER NO. 70-15,316, 98 PAGES.

Examines the effects of post hypnotic suggestion upon reading remediation of 14 seventh grade male retarded readers in Springfield, Oregon, comparing their gain scores to those of 14 controls subjected to similar suggestions in a waking state. Finds following 10 hours of instruction (1) gains in reading comprehension slight and non-significant for either group (2) gain in rate slight for controls, but very significant for experimentals, and (3) no significant changes in anxiety for either group.

(Stanford Diagnostic Reading Test ; Jr-Sr High School Personality Questionnaire ; Children's Hypnotic Susceptibility Scale ; California Tests of Mental Maturity ; Stanford Achievement Test, Reading)

.....7117

SCHMIDT, ROBERT ANDREW. EFFECTS OF GROUP COUNSELING ON READING ACHIEVEMENT AND SOCIOMETRIC STATUS. PH.D. ARIZONA STATE UNIVERSITY, 1969. ORDER NO. 69-16,483, 77 PAGES.

Considers data for 90 Picacho, Arizona, sixth, seventh and eighth grade students randomly assigned to (1) a treatment (six-phase group counselling procedure) group (2) a self-study group,

or (3) a no treatment group and finds, following analysis of covariance and correlation analyses, that a significant difference in favour of the treatment group appeared for sociometric status, and within group gains in reading comprehension and sociometric status were significant for the treatment group.
(Gates-MacGinitie Reading Tests ; sociometric status scale; stopwatch timing of oral self-reports)

.....7118

OLDMAN, KENNETH RICE. LEARNING DISABILITIES AND READING: THE TEACHING OF READING TO LEARNING DISABLED CHILDREN THROUGH LINGUISTICALLY ORIENTED MATERIALS USING GESTALT LEARNING THEORY WITH THE TYPEWRITER AS THE TECHNIQUE OF PRESENTATION. PH.D. CASE WESTERN RESERVE UNIVERSITY, 1970. ORDER NO. 71-1733, 139 PAGES.

Presents and explores a procedure for teaching remedial reading using the typewriter as the vehicle for presentation of expressly designed, highly structured, linguistically oriented materials in accordance with learning theory. Concludes that Type and Read is a viable method for teaching reading to disabled children following success throughout the sample which ranged over a varied continuum.
(Case studies)

.....7119

MCLEES, MARTHA PRINCE. THE EFFECTIVENESS OF ACTIVITIES DESIGNED TO IMPROVE BASIC PERCEPTUAL-MOTOR PATTERNS FOR INCREASING ACHIEVEMENT AMONG SEVENTH GRADE REMEDIAL READING PUPILS. PH.D. UNIVERSITY OF SOUTH CAROLINA, 1970. ORDER NO. 70-19,601, 122 PAGES.

Presents data on 107 remedial reading students stratified on the basis of motor patterns scores and randomly assigned to motor patterns, free reading, physical fitness, or regular school subjects group. Following daily 45 minute treatments over 92 school days, analysis of covariance indicated (1) the free reading group superior for comprehension (2) the school subjects group superior for vocabulary (3) students low in motor efficiency superior for literal comprehension, and (4) the motor patterns group superior for mobility and combined motor patterns measures.

(Stanford Diagnostic Reading Test , Level II, Form W; motor patterns scale including measures of mobility and manual competence, visual competence and laterality.)

.....7120

FUHR, MORTON L. THE RELATIVE EFFECTIVENESS OF EACH OF SEVERAL APPROACHES TO TEACHING READING WITH SOPHOMORE HIGH SCHOOL STUDENTS WHO ARE RETARDED READERS. ED.D. NEW YORK UNIVERSITY, 1970. ORDER NO. 71-24,822, 92 PAGES.

Examines data for 64 randomly selected retarded readers stratified by sex and randomly assigned to treatments: touch typewriting; touch typewriting and remedial reading clinic; remedial reading clinic; neither typewriting nor clinic. Concludes, following one academic term, that (1) subjects enrolled in typewriting showed higher reading scores than others (2) subjects enrolled in reading clinic showed higher scores than the no treatment group.

(Metropolitan Achievement Test , Advanced Reading, Form AM, and Form BM)

.....7121

ROSS, MAMIE HALLMAN. A COMPARISON OF PROGRAMS FOR READING IMPROVEMENT FOR THE INTELLECTUALLY SUPERIOR STUDENT. ED.D. UNIVERSITY OF MARYLAND, 1971. ORDER NO. 71-6030, 101 PAGES.

Uses a sample of Maryland eighth grade students with IQ scores 120 and above with 60 identified as achieving and 60 as non-achieving expectancy level on the seventh grade county-wide reading comprehension and vocabulary measures. Following a five week treatment period with students randomly assigned to Controlled Reader, Study Skills, Parent Seminar or No Treatment groups, gain scores subjected to analysis of variance indicated (1) all three treatment modes produced significant gain scores over the No Treatment group for non-expectancy readers in reading comprehension (2) the Parent Seminar produced statistically significant gain scores for the Expectancy readers in reading comprehension, and (3) significant differences appeared between the Expectancy and Non-Expectancy readers for all variables except interest in school and reading related activities.

(Metropolitan Achievement Tests-Vocabulary and Reading Comprehension ; STS Youth Inventory ; G.C. Personality Record ; subject grades)

.....7122

SIMON, LOUIS H. THE EFFECT OF SEGMENTED PRINT ON READING PERFORMANCE OF RETARDED READERS IN JUNIOR HIGH SCHOOL. PH.D. NEW YORK UNIVERSITY, 1971. ORDER NO. 72-11,475, 198 PAGES.

Compares reading performance of 90 junior high school retarded readers on standardized tests of oral reading, word knowledge and reading comprehension when tests were presented in segmented print (SP) - polysyllable words spatially divided into graphemic groupings - and non-segmented print (NSP) versions. Factorial

analysis of variance indicated that subjects at the fifth and sixth grade level in reading ability demonstrated greater accuracy in word perception and greater word knowledge with the experimental versions.
(Standardized reading tests)

.....7123

DILLNER, MARTHA HARRIET. THE EFFECTIVENESS OF A CROSS-AGE TUTORING DESIGN IN THE TEACHING OF REMEDIAL READING IN THE SECONDARY SCHOOLS. ED.D. UNIVERSITY OF FLORIDA, 1971. ORDER NO. 72-15,671, 205 PAGES.

Assesses growth in reading skills, self-concepts, attitudes and social relationships of volunteer tutors from a low ability senior high school English class who had served as reading tutors for junior high remedial reading for one school year. Thirteen randomly selected students of comparable ability, served as a control group. Although tutors gained significantly in many areas, the only significant differences between groups were for poetry comprehension and autonomy within self-concept.
(Standardized reading and self-concept tests)

.....7124

CHAREN, CLAIRE LORRAINE. THE EFFECT OF SYSTEMATIC TANGIBLE REINFORCEMENT ON READING SKILL DEVELOPMENT FOR RETARDED READERS IN AN URBAN SCHOOL SETTING. ED.D. RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY, 1971. ORDER NO. 72-16,075, 206 PAGES.

Investigated the effectiveness of tangible reinforcement as an additional motivator to improve reading competence of urban retarded readers. Sixty-four retarded readers in grades 5 to 8 were divided into eight groups based on sex, pretest scores and grade and assigned to experimental and control groups which rotated after eight weeks. Factor analysis covariance data indicated that overall tangible reinforcers did not significantly affect reading gains.
(Measure of reading achievement)

.....7125

CHISHMAR, SISTER MARIE HELENE. A STUDY OF THE EFFECTIVENESS OF CROSS-LEVEL GROUPING OF MIDDLE SCHOOL UNDERACHIEVERS FOR READING INSTRUCTION. PH.D. KENT STATE UNIVERSITY, 1971. ORDER NO. 72-9249, 289 PAGES.

Compares reading achievement gains of experimental group using cross-level grouping with a control group using the one-level-lower instruction approach. Multivariate analysis of variance on data for 401 fourth to eighth grade students randomly assigned to experimental and control groups indicated that cross-level grouping gave evidence of significant reading achievement mean

gains in grade 4 and 7, near significant in grade 8 and total sample, and nonsignificant in grades 5 and 6.

(Stanford Reading Achievement Tests ; Large-Thorndike Intelligence Tests ; the Reading Attitude Scale , Form B - the Student Opinion Poll; sociometric questionnaire; teachability factor inventory)

.....7126

GODWIN, CHARLES WENDELL. A STUDY OF THE EFFECTIVENESS OF SYSTEMATIC READING LABORATORY INSTRUCTION WITH REMEDIAL READING PUPILS. ED.D. THE UNIVERSITY OF FLORIDA, 1972. ORDER NO. 73-15,498, 106 PAGES.

Seeks to determine whether 53 seventh grade remedial pupils in five schools who participated in a reading skills laboratory one class period daily for 120 school days had significantly greater achievement than 53 remedial seventh grade students in five randomly selected English classes. Analyses of variance and covariance indicated no significant differences between the two groups in gain scores in vocabulary, comprehension, paragraph meaning, spelling and attitude toward school. Significant differences favouring the experimental group appeared for a self-concept and cumulative GPA in English.

(Gates-MacGinitie Reading Test Survey D ; Stanford Achievement Test , Form X; "How I See Myself" Secondary Form (Ira J. Gordon); teacher ratings; GPA)

.....7127

STANDER, AARON CARL. PEER TUTORING AND READING ACHIEVEMENT OF SEVENTH AND EIGHTH GRADE STUDENTS. PH.D. THE UNIVERSITY OF MICHIGAN, 1972. ORDER NO. 73-11,266, 115 PAGES.

Assesses a student-to-student tutoring program involving seventh and eighth grade remedial reading students by comparing reading gain scores with those of remedial students receiving the regular teacher directed program. Students being tutored by other students had significant gain scores compared to control remedial students, while the student tutees demonstrated a greater gain than the controls although it was not statistically significant.

(Gates-MacGinitie Reading Test ; Wide Range Achievement Test , Reading)

.....7128

DEBOER, ERVIN LEROY. A STUDY OF SELECTED TITLE I REMEDIAL READING PROJECTS AND FOUR PARTICIPATING LOCALLY FUNDED REMEDIAL READING PROJECTS. ED.D. THE UNIVERSITY OF NEBRASKA, 1972. ORDER NO. 73-15,352, 293 PAGES.

Compares Title I remedial reading programs with those funded locally, identifying various characteristics. Concludes (1) more than 50 percent of Nebraska Title I projects engage in remedial reading programs (2) financial levels and geographical location depicted a varied group of project characteristics (3) some projects had widely divergent characteristics in the use of Title I funds, and (4) some projects need to review aims, identify pupil need and provide a more controlled program pattern.

(School achievement records; survey)

.....7129

O'DONNELL, LINDA ELIZABETH. THEORETICAL FRAMEWORK OF READING REMEDIATION: AFTER DATA GATHERING AND BEFORE REMEDIAL ACTION. PH.D. UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN, 1972. ORDER NO. 73-17,345, 219 PAGES.

Examines the links between diagnosis and remediation focussing on models and partial models of the diagnostic-remediation process, by (1) isolating variables which determine remediation through a literature search (2) analyzing remediation as the outcome of the decision-making itself, and (3) reviewing the diagnostic and remedial cues which clinicians writing in the literature considered relevant.

(Content analysis)

.....7130

UROFF, SHAYLE. AN ANALYSIS OF THE READING ACHIEVEMENT GROWTH AND OPINIONS OF STUDENTS IN GRADES TEN TO TWELVE ENROLLED IN REMEDIAL CLASSES DESIGNED TO MEET STATE OF CALIFORNIA MINIMUM READING STANDARDS. ED.D. BRIGHAM YOUNG UNIVERSITY, 1972. ORDER NO. 72-32,640, 109 PAGES.

Investigates the efficacy of a state-mandated remedial reading program in grades 10 through 12 using 137 students completing a one-semester course. Finds (1) significant reading achievement gains by the seniors, with males making greater overall gains than females (2) differences by school, reading, reading class, value of class and materials and techniques, and (3) seniors had more favourable attitudes toward reading than tenth and eleventh graders.

(Measures of reading achievement growth, attitudes, and opinions)

.....7131

DANNER, MORACE GERALD. AN EVALUATION OF TWO DISPARATE METHODS OF TEACHING VOCABULARY TO A HIGH SCHOOL REMEDIAL READING CLASS OF SPECIAL CATEGORY STUDENTS. PH.D. THE AMERICAN UNIVERSITY, 1973. ORDER NO. 73-28,809, 78 PAGES.

Assesses teacher directed versus programmed booklet methods of teaching vocabulary to 105 ninth and tenth grade remedial students in Herndon, Virginia. Following 30 daily 55 minute instructional periods, analyses of covariance indicated (1) a statistically significant difference in mean gain scores for the teacher directed but not for the programmed booklet students, and (2) a significant difference in favour of the teacher directed method.

(Pre and post vocabulary tests; IQ measure)

.....7132

CALDWELL, ROBERT MCKINLEY. A COMPARISON OF PROGRAMMED TEXT AND A COMPUTER BASED DISPLAY UNIT TO TEACH READING SKILLS. PH.D. THE PENNSYLVANIA STATE UNIVERSITY, 1973. ORDER NO. 74-20,910, 219 PAGES.

Examines data for two groups of semi-literate adolescents from five Centre County, Pennsylvania, high schools, who used a common program of reading instruction made available to one group in a programmed text and to the other through a computer based display unit. Each medium successfully affected the reading achievement of students using it, however, neither had a significantly greater effect than the other. Attitude of the computer display group was significantly more positive than the programmed group.

(Criterion referenced reading test; semantic differential scale)

.....7133

KREUTZER, VIRGINIA OLESON. A STUDY OF THE USE OF UNDERACHIEVING STUDENTS AS TUTORS FOR EMOTIONALLY DISTURBED CHILDREN. PH.D. BRIGHAM YOUNG UNIVERSITY, 1973. ORDER NO. 73-29,512, 131 PAGES.

Examines the effect of a student tutoring program for emotionally disturbed children at the Utah State Hospital Youth Centre on tutors selected from underachieving ninth grade students and reports no significant differences between the tutor experimental group and a control group following the tutoring experience.

(Measures of reading achievement, personal adjustment and social adjustment)

.....7134

ORR, ROBERT STEWART. THE EFFECT OF A DIAGNOSTIC-PRESCRIPTIVE INDIVIDUALIZED READING PROGRAM ON ATTITUDES TOWARD READING AND SCHOOL OF REMEDIAL JUNIOR HIGH SCHOOL STUDENTS. PH.D. WASHINGTON STATE UNIVERSITY, 1973. ORDER NO. 74-4122, 84 PAGES.

Examines gain scores in achievement and attitude of 53 male and 21 female seventh, eighth and ninth grade remedial readers in Grand Coulee, Washington who participated in an individualized program for one 50 minute period each day for a school year. Correlational analyses and t-tests suggested that the program was successful in increasing reading ability and positively affecting attitudes toward school. Increase in reading achievement was accompanied by a decrease in attitude toward reading.

(Comprehensive Test of Basic Skills ; two attitude inventories)

.....7135

DURHAM, LINDA LARUE. AN INVESTIGATION OF THE REMEDIAL READING PROGRAM AND ITS ALTERNATIVES FOR SEVENTH GRADERS IN LARAMIE PUBLIC SCHOOLS. ED.D. UNIVERSITY OF WYOMING, 1973. ORDER NO. 73-25,544, 171 PAGES.

Compares reading rate, comprehension, efficiency and total score of 179 seventh grade students enrolled in remedial reading, developmental reading, beginning Spanish or beginning French classes using analyses of covariance, and Scheffe's multiple comparison test.

(Maintaining Reading Efficiency Tests ; Iowa Silent Reading Elementary Tests ; Large-Thorndike Intelligence Test)

.....7136

RINSKY, LEE ANN. THE EFFECT OF A MULTI-STRATEGY READING REMEDIATION PROGRAM ON SUBSEQUENT ACADEMIC ACHIEVEMENT. ED.D. UNIVERSITY OF CINCINNATI, 1973. ORDER NO. 74-8456, 85 PAGES.

Compares eighth grade status and achievement of students who had entered a two year reading remediation program in the third, fourth or fifth grade with that of 48 comparable students eligible for the program but unable to participate. Multivariate analyses of covariance with IQ the covariate indicated that the multi-strategy remediation program effected a significant difference in all subsequent academic achievement.

(Stanford Reading Test ; Stanford Language Tests ; GPA)

.....7137

WINTERS, SHIRLEY NASH. AN INVESTIGATION OF COMPRESSED SPEECH AS AN ALTERNATIVE TO READING. ED.D HOFSTRA UNIVERSITY, 1973. ORDER NO. 73-22,756, 69 PAGES.

Uses 60 seventh grade students, with IQ scores from 83 to 126 and reading comprehension scores below the fiftieth percentile on the STEP Reading Test, randomly assigned to an experimental listening group and a control reading group. Following ten minutes of practice each day for three days, the experimental group completed the STEP Listening Test compressed at 250 wpm while the control group completed it as a reading test. Concludes from t-tests that listening to textbook material can be an efficient alternative to reading for students of average and above intelligence who are experiencing reading difficulties.

(Sequential tests of Educational Progress Reading Test , Form 3A and Listening Test , 38)

.....7138

TERRY, SARA MAE DAVIS. THE EFFECT OF INSTRUCTIONAL VARIABLES UPON THE ACHIEVEMENT OF PREDICTED READING EXPECTANCY IN EIGHTH GRADE STUDENTS OF DISADVANTAGED STATUS. PH.D. THE UNIVERSITY OF ALABAMA, 1974. ORDER NO. 75-18,311, 166 PAGES.

Presents correlations generated between residual gain scores in English and mathematics for 165 disadvantaged eighth grade students in eight Alabama schools and items of a questionnaire identifying instructional techniques utilized in English and mathematics classrooms. Reinforcement emerged as the most important techniques.

(Otis-Lennon Mental Ability Test ; Stanford Achievement Test , Advanced Battery; questionnaire)

.....7139

SMITH, CHRISTINE CALDER. FACTORS RELATED TO PROGRESS OF PUPILS WITH READING DISABILITIES IN A UNIVERSITY READING CENTER SCHOOL: TEACHER-PUPIL INTERACTION, READING POTENTIAL LEVEL, INTELLIGENCE, AGE AND LENGTH OF ENROLLMENT. ED.D. UNIVERSITY OF SOUTHERN CALIFORNIA, 1974. ORDER NO. 74-5877.

Examines data on 38 boys with reading disabilities working with seven teachers at the NCL-USC Reading Centre School at the University of Southern California with five independent variables hypothesized to affect pupil progress. Factor analysis, regression analysis, analysis of variance and correlational analysis indicated (1) balanced variables of teacher-pupil interaction which includes teacher praise, task orientation, teacher questions, pupil initiation and response were significant predictors of pupil progress (2) reading potential level was a good predictor of progress when computed

by the expected mean monthly gain formula (3) intelligence and age were not good predictors for this population, and (4) a two-year period of attendance gives students an opportunity to maximize and stabilize academic gains.

(Modified Flanders Interaction Analysis Category system; expected mean monthly formula for reading potential level; Wechsler Intelligence Scale for Children)

.....7140

LEE, GRACE ELIZABETH. AN INVESTIGATION INTO THE EFFECTS OF A COUNSELING APPROACH TO SELF-CONCEPT AND READING ACHIEVEMENT IN BOYS WITH SEVERE READING DISABILITIES. ED.D. UNIVERSITY OF SOUTHERN CALIFORNIA, 1974. ORDER NO. 75-28,638, 96 PAGES.

Employs a non-equivalent Control Group Design and an extension of the One-Group Pretest-Posttest Design to compare self-concept and reading achievement gains of three experimental classes randomly assigned to Academic Reorientation treatment and two control classes treated by Prescriptive Teaching. Correlational analyses and t-tests performed on the data for the 71 male seven to fifteen year-olds indicated (1) Academic reorientation did not significantly improve self-concept, or reading achievement, and (2) no relationship appeared between reading achievement and global and specific measures of self-concept.

(Gates-MacGinitie Reading Tests ; Semantic Differential for Measurement of Global and Specific Self-Concept)

.....7141

MCAREAVEY, JAMES PATRICK. AN ANALYSIS OF SELECTED EDUCATIONALLY HANDICAPPED SOUTH DAKOTA SIOUX INDIAN CHILDREN'S RESPONSES TO THE WECHSLER INTELLIGENCE SCALE FOR CHILDREN AND WIDE RANGE ACHIEVEMENT TEST OF READING. ED.D. UNIVERSITY OF COLORADO, 1975. ORDER NO. 76-3927, 136 PAGES.

Analyzes Wechsler Intelligence Scale for Children and Wide Range Achievement Test of Reading scores for 100 educationally handicapped South Dakota Sioux Indian children and finds the children scored significantly more favourably on the performance subtests. Reports (1) significant differences between Verbal and Performance IQ's (2) all WISC subtests correlated positively with the reading score, and (3) as reading increased, significant differences occurred for Full, Verbal and Performance IQ's.

(Wechsler Intelligence Scale for Children ; Wide Range Achievement Test , Reading)

.....7142

PIPER, CAROL JEAN. A MEASURE OF THE EFFECTIVENESS OF INSTRUCTIONAL STRATEGIES BASED ON PSYCHOLINGUISTIC PRINCIPLES OF TEACHING READING WHEN APPLIED TO A PROGRAM TO AID SEVENTH AND EIGHTH GRADE UNDERACHIEVERS. ED.D. WAYNE STATE UNIVERSITY, 1975. ORDER NO. 75-25,296, 276 PAGES.

Analyzes oral reading miscues of eight eighth grade and seventh grade underachievers before and after a three month treatment with reading strategy lessons (RSL) based on psycholinguistic principles. Descriptive statistics and t-tests suggest that the RSL based on psycholinguistic principles and focused on the comprehension of meaning can only enhance development in reading.

(Goodman and Burke Reading Miscue Inventory Coding Sheets ; Goodman and Burke Reading Miscue Inventory Profile ; California Tests of Mental Ability ; Iowa Tests of Basic Skills)

.....7143

DUNCAN, MARGARET HAYNES. THE EFFECTS OF THREE SUMMER SCHOOL PROGRAMS ON THE READING OF JUNIOR HIGH SCHOOL BOYS. PH.D. UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN, 1975. ORDER NO. 76-6752, 133 PAGES.

Compares reading gains of 52 ninth grade boys in an eight week summer remedial reading class, 18 boys in social studies classes and 15 boys in basketball classes in Joliet, Illinois. Correlational analyses, analysis of variance and regression analysis indicated no significant gains in reading for any of the groups.

(Gates-MacGinitie Reading Survey ; Lucas Pronunciation Test ; Stanford Diagnostic Reading Test , Level 2; Lucas Word Association Test)

.....7144

GARDINER, JOHN FRANKLIN. A STUDY OF THE COGNITIVE GROWTH OF SEVENTH GRADE CORRECTIVE READING STUDENTS IN THREE JUNIOR HIGH SCHOOLS WITH THE INCLUSION OF AN ATTITUDINAL INVENTORY. ED.D. WAYNE STATE UNIVERSITY, 1975. ORDER NO. 76-10,944, 53 PAGES.

Examines the reading growth of 71 seventh grade students in three schools over a one year period. Concludes, following t-tests, the variables of IQ and student attitude would have more bearing on achievement than the delivery system utilized in each school with students, regardless of school, indicating reading growth generally on an individual basis.

(Measure of reading growth; questionnaire)

.....7145

SCOTT, DWAIN LEWIS. AUTOMATED BIBLIOGRAPHIC SELECTION FOR THE LEAVENWORTH READING PROGRAM, ED.D. UNIVERSITY OF KANSAS, 1975. ORDER NO. 76-1301, 182 PAGES.

Using a pretest-posttest-control-group design, evaluates automated and individual methods of bibliographic control for individualization of reading environments using a stratified sample of 414 grade ten students. Factorial analyses indicated a statistically significant relationship between achievement growth and attitude improvement of retarded readers in favour of the automated technique.

(Measures of reading, literature and attitude)

.....7146

CRIDER, FRANCES CAROLYN. THE READING CLINIC AS A MULTIDISCIPLINARY CONCEPT. ED.D. UNIVERSITY OF NORTHERN COLORADO, 1975. ORDER NO. 76-191, 248 PAGES.

Describes the Colorado State University Reading Services Clinic, which attempts to incorporate a "total/whole" multidisciplinary approach to reading and learning problems utilizing individuals from medicine, psychology, counselling, evaluation, social welfare, hearing and speech, learning disabilities, reading, and other areas in the community as a consultant resource board.

.....7147

KRAFT, MARILYNN EVE. EFFECTS OF A NINTH GRADE BLOCK PROGRAM FOR CLINICAL READERS. PH.D. ARIZONA STATE UNIVERSITY, 1975. ORDER NO. 75-22,549, 100 PAGES.

Assesses a Content Reading Block Program using 65 students randomly selected from a population of 216 ninth graders reading at 4.9 or below. Chi-square analysis and t-tests performed on data for the 30 experimental students and the 35 controls indicated a significant difference only in dropout rate.

(Selected tests and school records for English, reading, mathematics, number of subjects passed, attendance, dropout rate and student attitudes toward school, teachers, peers and self; Davis Reading Test)

7.3 FOLLOW-UP

.....7301

WILSON, ROBERT MILLS. THE SCHOLASTIC IMPROVEMENT OF SUCCESSFUL REMEDIAL READING STUDENTS. ED.D. UNIVERSITY OF PITTSBURGH, 1960. ORDER NO. 60-6195, 363 PAGES.

Presents case study data for 39 successful remedial students who had attended the Pittsburg Reading Laboratory and reports that students who are successful in a remedial program do improve in scholastic performance, seem to retain and continue to refine skills learned in the program, while their general attitude toward reading and books compares favourably with reading performance.

(School grades; standardized tests; teachers' and parents' evaluations; self-evaluations)

.....7302

ADAMS, MARY LOUISE. THE ST. LOUIS PUBLIC SCHOOLS READING CLINIC: A FOLLOW-UP STUDY. PH.D. ST. LOUIS UNIVERSITY, 1960. ORDER NO. 61-741, 218 PAGES.

Concludes, using follow up data for 555 children, that severely retarded readers in the St. Louis clinic are capable of making gains similar to those reported for other clinics in the literature. Children dismissed after achieving an independent word attack made gains nearly double those dismissed without this skill. Seven out of ten children followed completed elementary school and one of five, high school.

(School achievement; measure of word attack skills)

.....7303

TAYLOR, LUCILLE BUTLER. A STUDY OF THE CURRENT READING STATUS OF SELECTED CLIENTS DIAGNOSED AT THE SYRACUSE UNIVERSITY READING CENTER, 1959-1960. ED.D. SYRACUSE UNIVERSITY, 1964. ORDER NO. 65-3458, 238 PAGES.

Using questionnaire data from former reading center clients, their parents and schools, states that children with observed reading difficulties can profit from early diagnostic evaluation, with chances of overcoming the problem further enhanced by immediate remedial instruction.

(Questionnaire)

.....7304

WALKER, KENNETH PHILLIP. A FOLLOW-UP OF TWO METHODS OF TREATING RETARDED READERS. PH.D. STATE UNIVERSITY OF IOWA, 1963. ORDER NO. 64-3437, 120 PAGES.

Compares data for 20 subjects receiving both diagnosis and instruction at the State University of Iowa Reading Clinic with a group receiving only diagnosis at the Clinic and treatment in their regular schools. Only clinic boys and diagnostic boys and girls made significant gains during the first year. On the second year no sex difference was found.
(Iowa Tests of Basic Skills ; intelligence tests)

.....7305

NEWMAN, HAROLD. A FOLLOW-UP STUDY OF REMEDIAL READING CLASSES IN A VOCATIONAL HIGH SCHOOL. ED.D. COLUMBIA UNIVERSITY, 1964. ORDER NO. 65-2292, 179 PAGES.

Considers data for 33 graduates and 33 drop outs who had one or more terms of reading instruction and finds that according to participants, they felt more hopeful of improving their reading, more relaxed, more confident, and better able to relate to people subsequent to remediation. Graduates improved their comprehension and grades through remediation while dropouts did not.
(Standardized reading test; open ended oral questionnaire)

.....7306

HARDIN, VERALEE BLACKBURN. CHANGES IN THE READING ABILITIES, ATTITUDES AND BEHAVIOUR OF READING CLINIC CLIENTS, UNIVERSITY OF MISSOURI. ED.D. UNIVERSITY OF MISSOURI, 1964. ORDER NO. 65-1045, 195 PAGES.

Reports on 29 clients following their evaluation in a Child Study Clinic considering test scores and interview data from school personnel. Finds that a majority of the students made gains in reading achievement although few attained reading expectancy level.
(Standardized reading tests; interview data)

.....7307

ROSS, ELI THOMAS. A LONGITUDINAL STUDY OF READING ACHIEVEMENT OF REMEDIAL STUDENTS IN A PRIVATE READING CLINIC. PH.D. UNITED STATES INTERNATIONAL UNIVERSITY, 1969. ORDER NO. 69-19,829, 213 PAGES.

Identifies and reports data for 111 former clients of the El Camino Reading Clinic finding that students did benefit from remedial training under the organizational approach at the

clinic and suggesting that the diagnostic test practices followed in recommending the number of sessions a student should attend is reasonably reliable.

(Wide Range Oral Test ; Gray Oral Reading Test ; Stanford Reading Test for Comprehension and Vocabulary)

.....7308

DIYTHAN, DONALD RICHARD. SUBSEQUENT SECONDARY SCHOOL SUCCESS OF STUDENTS WHO RECEIVED CORRECTIVE READING TRAINING IN PINELLAS COUNTY FLORIDA. PH.D. THE FLORIDA STATE UNIVERSITY, 1970. ORDER NO. 71-6996, 123 PAGES.

Statistically compares grade 9 through high school leaving status of students who during the fourth grade (1) were diagnosed as disabled readers and received help (2) were diagnosed as disabled and did not receive help, or (3) were average students. Reports (1) a strong relationship between participation in the corrective reading program and school holding power (2) a strong relationship between participation in the program and higher ranking in graduating class, and (3) no difference noted between dropouts who participated in the reading program and those who did not.

(School records; grade placement tests; class rankings; Metropolitan Achievement Test)

.....7309

O'NEIL, EVA MARGARET. A NINE YEAR FOLLOW-UP COMPARATIVE STUDY OF DISABLED READERS. ED.D. UNIVERSITY OF OREGON, 1970. ORDER NO. 71-1337, 115 PAGES.

Investigates three samples of students nine years after they entered the fourth grade where (1) 10 diagnosed as disabled readers were enrolled in a remedial program (2) seven identified as disabled readers did not receive treatment and (3) nine were adequate readers. States that disabled readers with or without remediation did not "catch up" with their classmates. Disabled readers with remedial instruction perceive themselves as poor readers while disabled readers without such instruction perceive themselves as average readers.

(Standard scores; interview questionnaire; case studies; cumulative records; reading test; Iowa Tests of Educational Development ; intelligence measures)

.....7310

WARNER, SHIRLEY MARGARET. A FOLLOW-UP OF SELECTED CLINIC CLIENTS FROM THE OKLAHOMA STATE UNIVERSITY READING CENTER FROM 1966 THROUGH 1971. ED.D. OKLAHOMA STATE UNIVERSITY, 1973. ORDER NO. 74-8138, 94 PAGES.

Examines data for 25 clients who had been diagnosed at the Oklahoma State Reading Centre and reports that most clients made gains in reading achievement, but were still not reading at their expectancy or grade placement, and tended to be below average in personal adjustment. Case studies had not been utilized by school personnel, but parents had found them helpful in obtaining special reading instruction.

(Reading tests; self-concept instrument; interview data)

8. ATYPICAL LEARNERS

D

8.0 PHYSICALLY DISABLED

.....8001

STONEHILL, HARRY. AN ANALYSIS OF THE GROWTH IN DIFFERENT TYPES OF READING SKILLS MADE BY HANDICAPPED JUNIOR HIGH SCHOOL PUPILS ON HOME INSTRUCTION: A STUDY OF THE GROWTH IN SPECIFIC READING SKILLS OF HOMEBOUND PUPILS WITH DIFFERENT TYPES OF PHYSICAL ABILITIES. ED.D. NEW YORK UNIVERSITY, 1964. ORDER NO. 65-987, 132 PAGES.

Uses questionnaire information from teachers, and intelligence and reading test data for 102 students to examine physical disability and reading growth. Correlational analyses, analyses of variance and covariance indicated no statistically significant differences in mean gains among seven disability groups, by age at onset of disability or by extent of disability.

(Questionnaires; intelligence and reading tests)

.....8002

BRANDINGER, ALICE L. PROGRAMMED INSTRUCTION, SIGN LANGUAGE AND FORMAL DIRECTIONS TO A READING TEST FOR DEAF HIGH SCHOOL STUDENTS. ED.D. RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY, 1970. ORDER NO. 71-474, 104 PAGES.

Examines the reliabilities and validities associated with programmed directions for a standardized reading test and compares reading achievement scores of 135 students at a West Trenton, New Jersey, School for the Deaf who began their test with programmed instruction, sign language or formal directions. Reliability and validity coefficients were high, positive and statistically significant.

(Metropolitan Achievement Tests: Elementary Reading Test , Form A: Stanford Achievement Test ; intelligence measure)

.....8003

MEIGHAN, THOMAS. AN INVESTIGATION OF THE SELF-CONCEPT OF BLIND AND PARTIALLY SEEING ADOLESCENTS AND OF THE RELATION OF THEIR SELF-CONCEPTS TO ACADEMIC ACHIEVEMENT IN LANGUAGE AND PARAGRAPH READING. PH.D. THE CATHOLIC UNIVERSITY OF AMERICA, 1970. ORDER NO. 70-21,850, 74 PAGES.

Reports, following t-tests and correlational analyses of data for 203 visually handicapped adolescents (1) mean scores on the

Tennessee Self Concept Scale formed a very deviant and homogeneous group regardless of race, sex and degree of disability when compared to the normative sample, and (2) no significant relationship between self concepts and academic achievement appeared.

(Tennessee Self Concept Scale ; Stanford Achievement Test ; Paragraph Reading and Language Ability)

8.1 INTELLECTUALLY DISABLED

.....8101

GIBBS, JAMES ARCHIE. A COMPARISON OF TWO METHODS OF TEACHING FIVE READING SKILLS TO INSTITUTIONALIZED, JUNIOR HIGH AGE, EDUCABLE, MENTALLY RETARDED STUDENTS. ED.D. OKLAHOMA STATE UNIVERSITY, 1970. ORDER NO. 71-11,153, 58 PAGES.

Compares traditional teacher-oriented instruction with a student-oriented individualized programmed method for silent reading skills using 28 EMR's matched on reading ability. Following 35 minutes of daily instruction for 90 days neither group demonstrated significant gains in reading skills.

(Gates-MacGinitie Reading Test (Primary C); Stanford Reading Test ; Durrell Analysis of Reading Difficulty)

.....8102

KAPLAN, MURRAY. AN EVALUATION OF THE EFFECTIVENESS OF PROGRAMMED INSTRUCTION IN ELEMENTARY READING WITH MENTALLY RETARDED ADOLESCENTS IN JUNIOR HIGH SCHOOL. ED.D. NEW YORK UNIVERSITY, 1971. ORDER NO. 72-11,490, 240 PAGES.

Reports data for 144 mentally retarded adolescents with two groups in each of four school terms matched on CA, IQ and reading grades, one group taught by programmed instruction with a teaching machine, the other by traditional procedures. Achievement means for both groups increased and significant differences favoured the experimental groups. Retention testing eight weeks after treatment indicated no significant differences between groups.

(Metropolitan Achievement Tests ; intelligence test)

.....8103

KNAPCZYK, DENNIS RUSSELL. A RATIONALE FOR TRAINING THE STUDENT INITIATED QUESTION ASKING RESPONSE IN A SPECIAL CLASS SETTING AND THE RELATIONSHIP OF THAT RESPONSE TO ON-TASK BEHAVIOUR AND ACCURACY OF PERFORMANCE ON READING ASSIGNMENTS. PH.D. UNIVERSITY OF KANSAS, 1972. ORDER NO. 73-1849, 61 PAGES.

Examines the effects of training on three EMR junior high Topeka, Kansas students who did not emit a question asking

response. Reports (1) when instructional material is challenging to their reading level, subjects emitting no questions are at an educational disadvantage (2) a prompting procedure can be employed to initiate this response and its maintenance requires only periodic teacher prompts, and (3) upon maintaining a consistent level of question asking responses, students can perform in a manner congruent to that of their class on their assigned material in reading.
(On-task behaviour; assigned reading tasks)

.....8104

SKINSKI, EDMOND JAMES. A COMPARISON OF THE EFFECTS OF TWO METHODS OF TEACHING VOCABULARY AND SILENT READING SKILLS TO ADOLESCENT EDUCABLE MENTALLY RETARDED STUDENTS. ED.D. UNIVERSITY OF OREGON, 1972. ORDER NO. 73-7961, 143 PAGES.

Considers data for 51 adolescent EHR's matched by IQ and reading comprehension and randomly assigned to Sullivan Associates Programmed Reading materials or to the Open Highways Reading Program for 30 minutes of daily instruction over 24 weeks. Reports that both groups showed positive gain scores for vocabulary and comprehension, but analysis of variance failed to indicate differences between the groups.

(Gates-MacGinitie Reading Tests (Primary C, Form 1 and 2))

.....8105

STILLWELL, ROBERT JAMES. A COMPARISON STUDY OF THE EFFECTIVENESS OF AN EXPERIMENTAL LEARNING CENTER PROGRAM FOR MILDLY HANDICAPPED PUPILS. ED.D. UNIVERSITY OF SOUTHERN CALIFORNIA, 1973. ORDER NO. 73-31,676, 108 PAGES.

Compares experimental group educationally handicapped (EH) and EHR students participating in the Madison School Plan, in the Santa Monica Unified School District with controls attending self-contained special education classes in a similar public school district. Reports (1) significant differences in arithmetic gains in favour of experimental EH (3) no significant differences by treatment for the EHR's, and (4) a favourable school attitude change in favour of the experimental group for both EH and EHR subjects.

(California Achievement Test (1967); Child School Attitude Survey developed for this study)

.....8106

RABUSH, DONALD ROBERT. A COMPARATIVE STUDY OF THE SYNTAX TEACHING PROGRAM AND THE PEABODY LANGUAGE DEVELOPMENT KIT AS THEY AFFECT ORAL EXPRESSIVE LANGUAGE IN CHILDREN WHO DEMONSTRATE RETARDED VERBAL BEHAVIOUR. ED.D. UNIVERSITY OF DENVER, 1973. ORDER NO. 73-29,654, 107 PAGES.

Compares two language programs under conditions of reinforcement and no reinforcement using 20 low verbal performing children in community day training centres matched on oral expression, IQ, CA and sex and assigned to four treatment groups. Comparison of individual acquisition curves, analysis of variance and Sheffe multiple comparison tests indicated that, generally, the Syntax Teaching Program was superior regardless of conditions of reinforcement, for improvement of oral language.

(Peabody Picture Vocabulary Test ; weekly progress tests)

.....8107

DUNN, IMA CHARLENE. A COMPARATIVE STUDY IN READING FOR THE PREVOCATIONAL EDUCATIONAL EDUCABLE MENTALLY HANDICAPPED USING PROGRAMMED MATERIALS AND READING CONTINUUM KITS. ED.D. UNIVERSITY OF NORTHERN COLORADO, 1973. ORDER NO. 73-26,494, 113 PAGES.

Investigates 60 prevocational educable mentally retarded junior high school students in a Colorado suburb randomly selected and assigned to a teacher made reading continuum kit treatment or to programmed materials for two academic years. Analysis by t-tests indicated that during the first year, gain score differences did not approach significance, but they were significant at the end of the second year.

(Iowa Test of Basic Skills ; Slosson Oral Reading Test ; Spache Diagnostic Scales)

.....8108

BELCH, PETER JOSEPH. AN INVESTIGATION OF THE EFFECT OF DIFFERENT QUESTIONING STRATEGIES ON THE READING COMPREHENSION SCORES OF SECONDARY LEVEL EDUCABLE MENTALLY RETARDED STUDENTS. ED.D. WEST VIRGINIA UNIVERSITY, 1974. ORDER NO. 74-21,820, 176 PAGES.

Examines the effect of high order written questions, low order written questions and no questions, following reading of the same materials for three groups of 25 students matched on CA, MA, IQ and reading comprehension and subjected to treatment for 20 school days. Analysis of covariance, Scheffe's multiple comparison test, and omega squared coefficients indicated (1) the high order group scored significantly higher than the other on reading comprehension, and (2) the low order group scored no better on the post-test than did the no questions group.

(Gilmore Oral Reading Test - Form A; Bloom's taxonomy; intelligence test scores)

.....8109

JOHNSON, PATSY LOU. A STUDY OF SELECTED ASPECTS OF READING INSTRUCTION FOR THE EDUCABLE MENTALLY RETARDED: TEACHER OPINION, INSTRUCTIONAL PROCEDURES AND MATERIALS. PH.D. UNIVERSITY OF SOUTH FLORIDA, 1976. ORDER NO. 76-10,579, 130 PAGES.

Examines questionnaire data obtained from 78 percent of a sample of 386 public school teachers of EMR's. Frequency distributions and analyses of variance indicated (1) apparently, teachers give priority to reading needs of individual students rather than offering reading from a group perspective, and (2) regardless of certification, type of placement or program level, teachers generally expressed similar, positive opinions about the effectiveness and necessity of reading instruction for EMR's. (Investigator developed questionnaire)

8.2 SOCIAL AND PERSONALITY DISORDERS

.....8201

WELLS, EDWARD BRADNER. READING DISABILITY AND ANTISOCIAL BEHAVIOUR IN EARLY ADOLESCENTS. ED.D. UNIVERSITY OF SOUTHERN CALIFORNIA, 1961. ORDER NO. 62-1336, 325 PAGES.

Examines the influence of an intensive remedial reading program on students aggressively maladjusted and retarded in reading, using 30 matched pairs of seventh, eighth and ninth grade students assigned to experimental and control groups. Finds that remedial treatment has value for the maladjusted retarded readers, however, the merits of such programs should be assessed in terms of improvement in behaviour and academic achievement as well as in reading.

(Iowa Test of Basic Skills (Reading Comprehension); California Test of Personality ; Lipsitt and Castaneda Self Concept Scale ; achievement and citizenship marks; Dean's merit point records)

.....8202

DORNEY, WILLIAM PATRICK. THE EFFECTIVENESS OF READING INSTRUCTION IN THE MODIFICATION OF CERTAIN ATTITUDES TOWARD AUTHORITY FIGURES OF ADOLESCENT DELINQUENTS: AN EVALUATION OF CHANGES IN ATTITUDES TOWARD AUTHORITY FIGURES, BEHAVIOUR, AND READING ABILITY OF ADOLESCENT DELINQUENT PH.D. NEW YORK UNIVERSITY, 1963. ORDER NO. 64-6550, 253 PAGES.

Reports on 37 subjects matched on age, IQ, reading ability, ethnic background and length of probation and assigned to reading instruction, swimming instruction or no treatment. Finds that reading instruction is effective in modifying certain attitudes toward authority figures, and concomitantly, there is an improvement in the behaviour of the adolescent delinquents.

.....8203

VALUSEK, JOHN EMIEL. THE EFFECT OF DRUGS ON RETARDED READERS IN A STATE MENTAL HOSPITAL. PH.D. THE UNIVERSITY OF MICHIGAN, 1963. ORDER NO. 64-8219, 68 PAGES.

Compares data for 43 institutionalized children randomly assigned to medication (Thorazine, Sytamel, Dexedrine, and Mecholyil) or placebo groups and reports no significant differences in oral and silent reading or psychological test performance.

(Silent and oral reading tests; battery of psychological diagnostic measures)

.....8204

MARANI, SALVATORE DONALD. EFFECTS OF METHODS OF TEACHING READING ON READING ACHIEVEMENT AND ATTITUDES TOWARD SELF OF DELINQUENT BOYS. ED.D. UNIVERSITY OF MARYLAND, 1971. ORDER NO. 72-10,076, 95 PAGES.

Considers data for 36 fifteen year old delinquent youths from the Maryland Training School for Boys randomly assigned to treatment by an individualized approach to teaching reading to a small group method, or to no treatment (control). Analysis of covariance indicated no significant differences among the groups for reading achievement or attitude toward class. The two experimental treatments were equivalent and superior to the control group for change in attitude toward self.

(Peabody Picture Vocabulary Test ; Gates Reading Survey (Form H3); two questionnaires)

.....8205

GOTTLIEB, MICHAEL CRAIG. THE RELATIONSHIP BETWEEN SCHIZOPHRENIA AND READING RETARDATION IN ADOLESCENT MALES. PH.D. TEXAS TECH UNIVERSITY, 1972. ORDER NO. 73-4051, 101 PAGES.

Explores schizophrenia and reading retardation using 24 psychiatrically normal and 24 schizophrenic subjects classified as retarded or adequate readers. Finds (1) sampling artifacts produced many demographic and achievement differences (2) variables could not be used to predict reading adequacy for both diagnostic groups, and a single-factor theory of schizophrenia was rejected (3) differences in personality between diagnostic groups were not found, and (4) some developmental tasks were successful in discriminating reading groups.

(Minnesota Counselling Inventory ; measures of reading ability)

.....8206

POOLE, F. ROBERT. READING COMPREHENSION GAIN AND FACTORS OF PERSONALITY IN THE MALE JUVENILE FELON IN OKLAHOMA. PH.D. THE UNIVERSITY OF OKLAHOMA, 1975. ORDER NO. 75-21,818, 50 PAGES.

Compares 50 randomly selected students with high reading comprehension gains over a six month period with 40 having low gains and concludes, following 16 t-tests, that the high gain inmates were more dominant than their non-assertive low gain counterparts and more forthright than shrewd.

(Sixteen Personality Factor Questionnaire ; Keystone Visual Survey Tests ; reading comprehension measures)

.....8207

WASUNG, RICHARD STANLEY KARL. RELATIONSHIPS BETWEEN JUVENILE DELINQUENCY, I.Q. AND SCHOOL CORRELATED IN READING AND MATHEMATICS. ED.D. WAYNE STATE UNIVERSITY, 1975. ORDER NO. 76-11,022, 112 PAGES.

Considers 100 delinquents adjudicated during the 1964-1965 school year and 100 during the 1974-75 school year from Children's Village School, Oakland County, Michigan, using matched sample and random selection techniques. Reports that the average delinquent, due to poor learning potential, does not have the ability to perform at or near grade level in reading and mathematics. No significant differences in reading achievement were found between the two samples.

(Wechsler Intelligence Scale for Children ; Wide Range Achievement Test)

9. MISCELLANEOUS RESEARCH

.....9001

EINSTEIN, FLORENCE. A COMPARATIVE STUDY OF READING ACHIEVEMENT OF SEVENTH GRADE JUNIOR HIGH SCHOOL BOYS IN A LOW SOCIO-ECONOMIC AREA. PH.D. NEW YORK UNIVERSITY, 1960. ORDER NO. 60-3741.

Compares 225 seventh grade Negro boys attending school in 1945 with 383 similar boys attending school in 1957 and finds the two groups significantly different in CA and reading ability. Analysis of 168 pairs matched on CA and IQ revealed no significant differences between the 1945 and the 1957 groups. (Pitner General Ability Tests ; Stanford Achievement Tests , Reading)

.....9002

HELMS, WALTER EUGENE SR. GUIDELINES FOR EQUIPMENT AND PHYSICAL FACILITIES OF READING CLINICS. ED.D. THE UNIVERSITY OF TENNESSEE, 1967. ORDER NO. 68-3744, 202 PAGES.

Presents guidelines for physical facilities and equipment for reading clinics with consideration given to diagnosis of reading problems at all levels; developmental reading service for college students; corrective or remedial instruction for all ages; speed reading for secondary school ages; clinical practice and training for college students; and research facilities. (Interviews and questionnaires)

.....9003

GILSTAD, JANE RUSSELL. TWO THEORIES OF READING INSTRUCTION AND THEIR SIGNIFICANCE. PH.D. INDIANA UNIVERSITY, 1974. ORDER NO. 74-14,175, 184 PAGES.

Reports that reading research lacks a suitable base and that the development of adequate theoretical statements would improve research. Two categories of theories currently employed (1) noneducational theories, primarily psychological and linguistic, and (2) a modern pseudotheory and two ancient theories of reading instruction are presented and relations and implications of these for research and instructional systems and practices explicated. The two theories and previously defined terms are employed to classify the previously unordered terminology of reading researchers.

.....9004

FERNANDES, KATHLEEN. AN INFORMATION PROCESSING MODEL FOR READING AND READING LIKE TASKS. PH.D. STANFORD UNIVERSITY, 1974. ORDER NO. 75-6846, 150 PAGES.

Proposes an information processing model after investigating the kinds of processes that occur during silent reading. Evaluation of the model by comparing performance on reading and visual search tasks when the content of the stimulus material was varied indicated that the processes set forward in the model provided a fairly accurate representation of the operations that occur during reading and search.

.....9005

EDWARDS, PETER. A COMPUTER GENERATED CORPUS AND LEXICAL ANALYSIS OF ENGLISH LANGUAGE INSTRUCTIONAL MATERIALS PRESCRIBED FOR USE IN BRITISH COLUMBIA JUNIOR SECONDARY GRADES. ED.D. THE UNIVERSITY OF BRITISH COLUMBIA, 1974. AVAILABLE THE NATIONAL LIBRARY OF CANADA.

Develops a lexical analysis and describes word and sentence characteristics of a representative sample - 469 samples of approximately 500 words each - of natural language from prescribed junior secondary textbooks in British Columbia. Computer processing, Yule's K, measures of variability and chi-square analyses indicated (1) Grade 9 made significantly greater reading demands in terms of volume of material and vocabulary than Grades 8 and 10 (2) great variation in redundancy of word type and in sentence length with the most striking differences exhibited in samples from English textbooks (3) style and content characteristics of the materials are significantly instrumental in affecting the frequency of occurrence of even the most common words and a representative sub-set of sentence lengths, and (4) the utility of developing an elimination technique, based on omission of most frequently occurring words and the relatively rare words, to identify the significant vocabulary from word lists based on samples from texts in subject areas.

(Computer processing)

.....9006

OLSHAVSKY, JILL EDWARDS. AN EXPLORATORY ANALYSIS OF THE READING PROCESS. ED.D. INDIANA UNIVERSITY, 1975. ORDER NO. 76-6289, 230 PAGES.

Analyzes the reading strategies of 24 tenth grade students classified as proficient or non proficient readers with high or low interests, and straight forward or abstract style material, using a modified factorial design. Subjects' introspective responses during the reading of a short story were considered and a taxonomy of the responses developed. Proposes that reading

behaviour cannot be accurately assessed or predicted without considering the effect of the interaction of proficiency, interest and style.

(Interview response data)

.....9007

WATSON, EARL GWYNE. COMPARISON OF NINTH GRADE DEMONSTRATION PROGRAMS IN READING USING CERTAIN COMMON VARIABLES. ED.D. UNIVERSITY OF SOUTHERN CALIFORNIA, 1975. CONTACT SCHOOL FOR COPY.

Compares six highly successful demonstration programs dividing them into the three highest in cost effectiveness and the three lowest and finds that a disproportionately large number of variables relating to the learner showed considerably more discrimination between the highest and lowest than did variables relating to the environment or the instruction.

(Archival material; interview data)

.....9008

FILBY, NIKOLA NANCY. SUBTOPIC STRUCTURE IN MEMORY FROM PROSE. PH.D. STANFORD UNIVERSITY, 1975. ORDER NO. 76-5730, 345 PAGES.

Attempts to validate a model of topic structure in prose focusing on the identification of topic concepts and the pattern of their development in a passage. Results of experimental testing with high school students provided only partial support for the model.

(Researcher designed retention tests)

.....9009

KRITZER, RICHARD. APPLICATION OF VIDEO TAPE TO THE TEACHING OF READING: IMPLICATIONS FOR GLOBAL EDUCATION. PH.D. CLAREMONT GRADUATE SCHOOL, 1975. ORDER NO. 75-25,819, 84 PAGES.

Compares two reading instruction groups, one using videotape equipment. Analyses of variance performed on data on reading skills indicated no significant differences. Suggests that the application of a sophisticated technology to human problems might help educational systems to be more responsive in improving the quality of life.

(Measure of reading achievement)

.....9010

DEVINE, JUDITH ANN. AN EXAMINATION OF THE INFLUENCE OF DONALD DEWITT DURRELL ON READING RESEARCH CONDUCTED AT BOSTON UNIVERSITY FROM 1933 TO 1970. ED.D. THE BOSTON UNIVERSITY SCHOOL OF EDUCATION, 1975. ORDER NO. 75-20,945, 369 PAGES.

Compares research needs noted by Durrell in 46 articles with findings from reading research carried out at Boston University and finds that 93 questions from 22 articles were answered by 196 studies. Evaluates significant ideas expounded by Durrell and notes seven trends established, each accompanied by one or more patterns.

KEYWORD IN CONTEXT INDEX

The KWIC index is a permuted index in which each of the dissertation titles is indexed from A to Z using every significant word in the title. A total of 3,191 keyword lines were produced for the 567 dissertations with an average of 5.64 keywords per title. Therefore, each title appears in the index an average of 5.64 times.

KWICed titles serve as a general purpose index. Because of the difficulties in determining in advance which topics will be consulted by users, general purpose indexes literally index everything. Keywords are arranged vertically in alphabetical order to the immediate right of the wide blank column. To use the index, scan the vertical column to select a term of interest. Then read the context of the title printed on the same line as the keyword. All dissertation titles which contain a given keyword or phrase are located adjacent to each other.

Room is provided on the index line for a set number of characters. A title with no more than 100 characters prints out in full although a portion of the title may be "wrapped around" and printed before or after the keyword depending on where it appears in the title. Some of the words in longer titles do not print out, again depending on the position of the keyword. In all instances, however, the significant words are printed with a substantial portion of the context in which they are embedded. An = sign is included in most lines to indicate the beginning of the title.

A number of words which are of limited value as search terms (A, AND, OF) will appear in the titles but do not enter the index permutation. They have been eliminated to reduce the length of the index. In addition, words such as READING have also been excluded because they appear so often or because their semantic content did not warrant indexing and they lose their value as keywords. However, in cases where it was difficult to make a decision about the semantic value of a specific word they have generally been included in the permutation.

KWIC indexes are double entry indexes. After locating a title of interest, the four digit reference code found to the right of the index line can be used to enter the annotated bibliography to obtain complete information on the dissertation.

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GUTTINGER, ELLEN IRELAND. 2016
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WARDELL, PATRICIA MURRAY. 5032
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GALOTTO, JOHN VINCENT. 7102
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BURSUK, LAURA ZELMAN. 7114
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CARLSON, ELEANOR GRACE. 2008
CRAWFORD, KATHRYN LAMB. 0217
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GOLD, LAWRENCE. 5003
GODWIN, CHARLES WENDELL. 7126
WOLFE, DENNY THRUSTON JR. 6112
FERRIS, FRANCIS XAVIER. 5315
BIGLER, MARY AGNES GLENN. 4203
FORTE, MYRTLE CECILE. 4025
FLANAGAN, BEVERLY ANN CHI 4030
CHISMAR, SISTER MARIE HEL 7125
SABIN, JAMES EDWARD. 4014
MAGGART, WILLIAM T. 5029
BRANDINGER, ALICE L. 8002
STONEHILL, HARRY. 8001
PARLER, JANE BOYNE. 6215
CHANDLER, EVELYN FINNELL. 4028
RAMSEY, ROBERT DIEHL. 3002
GILDEA, RAY YEAKLE JR. 6302
EDWARDS, PETER. 9005
ALMEIDA, PAMELA MASON. 3033
HARKER, WILLIAM JOHN. 5320
WAKOSKI, LAWRENCE ANDREW. 5014
DRAKE, PAULINE E. 1218
GAGNE, ELLEN DALTON. 5506
JOHNSON, PATTY LOU. 8109
FRIEDMAN, ROBERT. 7104
PIPER, CAROL JEAN. 7142
SULLIVAN, RAYMOND JOSEPH. 2116
TERRY, SARA MAE DAVIS. 7138
ROEHLER, LAURA RUGGLES. 4008
MAR, DONALD TOY. 2022
SMITH, MARY TAMAS. 2112
SILLER, HARRY. 0206
HORTON, RAYMOND JOSEPH. 1012
GLIESSMAN, DAVID HENRY. 5301
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SULLIVAN, JOANNA TERESE. 0306
ROSS, MAMIE HALLMAN. 7121
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COHEN, S. ALAN. 0203
MARS, PARUL ARNE. 6205
BROUSSEAU, PAULA JOAN. 0307
SAWYER, RITA. 7003
MCAREAVEY, JAMES PATRICK. 7141
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SMITH, CHRISTINE CALDER. 7139
CARLIN, FRANCIS X. 6002
THOMPSON, RALPH BYRON. 0308
POMERANTZ, MICHAEL. 5353
AUERBACK, LEO. 1419
FORTE, MYRTLE CECILE. 4025
DESHIELDS, SHIRLEY MANSON 6012
GOLFIN, BIBIANA T. 5339
BANDES, LUCILLE COLEMAN. 4029
SMITH, CHRISTINE CALDER. 7139
ROWLS, MICHAEL DEAN. 5512
MAR, DONALD TOY. 2022
WATSON, JERRY J. 4204
VAUGHAN, JOSEPH LEE JR. 1219
EPSTEIN, IRA DAVID. 1222
DRAKE, PAULINE E. 1218
CLARKE, POLLY STOTTS. 1214
PENNEY, MARY ELIZABETH. 1212
ZAIS, ROBERT STANLEY. 1206
TRUE, JUDITH NAPIER. 1216
DOBLER, G. RONALD. 1211
MOTT, JOHN HOMER. 1209
CONWAY, HANNAH ELIZABETH 1225
POMMY, WILLIAM T. 1210
HAMILTON, HARLAN BERNHARD 1215
PENNEY, MARY ELIZABETH. 1212
COLBERT, JOY EDITH. 1221
KREITZBERG, VALERIE JANE 5514
CARTER, CLIFFORD. 5215
OWEN, THOMAS R. 5330
NORMAN, BETTY LUCILLE CLA 4015
ROGERS, CHARLOTTE DEE. 1401
RING, JERRY WARD. 1404
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WADE, VERN JOSEPH. 1009
WIECHELMAN, DUANE SYLVEST 1006
GARDINER, JOHN FRANKLIN. 7144
KUEHN, WILLIAM LAWRENCE. 1417
MEANS, HARRISON J. 6109
DOBLER, G. RONALD. 1211
BILLMAN, JOE THOMAS. 5037
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ALLEN, DAVID WILLIAM. 6214
BEAN, WILLIAM JAMES. 7007
CULHANE, JOSEPH WILLIAM. 5323
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COREY, NOBLE RAY. 6208
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PERCEPTION OF LEXICAL AND STRUCTURAL AMBIGUITY BY TEACHING FIVE READING SKILLS TO INSTITUTIONALIZED, COMPREHENSION, CRITICAL THINKING AND ATTITUDES OF LATE RECALL IN SELECTED COMPREHENSION TESTS AT THE ION OF THREE METHODS OF TEACHING VOCABULARY AT THE UDY OF THE THEME OF WAR IN SELECTED LITERATURE FOR TIONSHIP OF SELF-CONCEPT TO READING ACHIEVEMENT IN MENT IN READING AND ARITHMETIC OFF THE PUPILS IN A TIVE STUDY OF READING ACHIEVEMENT OF SEVENTH GRADE OF THREE SUMMER SCHOOL PROGRAMS ON THE READING OF YNAMIC THEORY OF VISION, IN SOCIALLY DISADVANTAGED FFERENCES IN READING ABILITIES. = EVALUATION OF A = READING PERSONALITY PATTERNS AT THE ONAL PROGRAMS FOR SEVERELY RETARDED READERS AT THE DED IN THE 1972, 1973, AND 1974 SUPPLEMENTS OF THE FERENT TYPES OF READING SKILLS MADE BY HANDICAPPED ACHER PREPARATION AND COURSE AVAILABILITY IN TEXAS TENT MASTERY AND SOCIAL STUDIES READING ABILITY OF NG PERFORMANCE. = AN EVALUATION OF THE EFFECTS OF OOKS. = AN INVESTIGATION OF THE READING LEVELS OF UCATIONAL SIGNIFICANCE OF TEACHING STUDY SKILLS TO PROGRAMMED REMEDIAL READING APPROACH WITH SELECTED ON ATTITUDES TOWARD READING AND SCHOOL OF REMEDIAL THE EFFECTS OF THREE DIFFERENT READING PROGRAMS ON A PROPOSAL FOR TEACHING READING IN THE EAST ISLIP = STORIES ABOUT RETARDED READERS FOR USE IN THE = ESTIMATING EXPECTED READING ACHIEVEMENT IN THE RINT ON READING PERFORMANCE OF RETARDED READERS IN OGRAM IN THE EIGHTH GRADE OF THE LA MARQUE, TEXAS, D DIFFICULTY LEVEL OF INSTRUCTIONAL MATERIALS IN A TARY READING WITH MENTALLY RETARDED ADOLESCENTS IN IATION AND COMPREHENSION AMONG POOR READERS IN THE AN ASSESSMENT OF PRACTICES IN READING PROGRAMS IN NIATION OF DEVELOPMENTAL READING PROGRAMS IN THE ANALYSIS OF INDEPENDENT STUDY PROGRAMS IN SELECTED = A STUDY OF READING PROGRAMS IN THE THREE-YEAR SEVENTH GRADE CORRECTIVE READING STUDENTS IN THREE CENTS APPLIED BY ENGLISH TEACHERS IN IOWA'S PUBLIC EVOLVING A BETTER READING PROGRAM IN AN INNER CITY RITTEN FREE RESPONSES OF EIGHTH GRADE READERS TO A E IN JUNIOR NOVELS: A CONTENT ANALYSIS OF SELECTED S. = A STUDY OF ADULTS' REACTIONS TO CONTEMPORARY H SCHOOL LIBRARY CATALOG. = ADOLESCENT CULTURE IN L MATERIALS PRESCRIBED FOR USE IN BRITISH COLUMBIA CAL ANALYSIS OF FREQUENTLY USED WORDS DRAWN FROM A READING AND MATHEMATICS. = RELATIONSHIPS BETWEEN ENSION GAIN AND FACTORS OF PERSONALITY IN THE MALE ATURE INSTRUCTION IN SELECTED SECONDARY SCHOOLS IN TENTION. = AN EXPERIMENTAL STUDY OF THE EFFECT OF ING ACHIEVEMENT GAIN. = LEVELS OF TEACHER READING- = RELATIONSHIP OF ORAL READING, SPELLING AND WA'S PUBLIC JUNIOR HIGH SCHOOLS. = A STUDY OF THE A STUDY OF THE EFFECTIVENESS OF SYSTEMATIC READING H SCHOOL STUDENTS. = PROGRAMMED INSTRUCTION, SIGN

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GIBBS, JAMES ARCHIE. 8101
HASH, RONALD JESSE. 6313
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LAUBENFELS, MARY JEAN. 6122
TERRY, HAROLD DALE. 0507
LICHTER, SOLOMON SIDNEY. 0504
EINSTEIN, FLORENCE. 9001
DUNCAN, MARGARET HAYNES. 7143
COHEN, S. ALAN. 0203
JAMES, HELEN JEANE. 4001
ATHEY, IRENE JOWETT. 0505
FRIEDMAN, ROBERT. 7104
SEARSON, MARILYN. 6121
STONEHILL, HARRY. 8001
OWEN, ALFRED ROY. 4002
CARNEY, JOHN JOSEPH III. 6310
EVANS, HOWARD MARTIN. 2010
COX, JUANITA MIXSON. 3018
BRILEY, NELLIE KATHYRN WE 6008
HARWOOD, FREDERIC LEE. 7115
ORR, ROBERT STEWART. 7134
D'AUNNIZIO, ANTHONY. 5011
GUERNSEY, JAMES LOWERRE. 2011
CLARK, EDITH SCHERRER. 7109
BRENNAN, JOSEPH T. JR. 1004
SIMON, LOUIS H. 7122
WILLIAMS, FRED STEWART. 2006
RAMSEY, ROBERT DIEHL. 3002
KAPLAN, MURRAY. 8102
MULLEN, THOMAS PATRICK. 5209
JEFFERS, PEARL BRIERE. 2109
ELLIS, UPSHUR BERKLEY. 2005
LARKIN, WILLIAM MARTIN. 2012
GORDON, WILLIAM MACGUIRE. 2107
GARDINER, JOHN FRANKLIN. 7144
DOBLER, G. RONALD. 1211
TAYLOR, HARRY J. 2013
ANGELOTTI, MICHAEL LOUIS. 1410
SEARSON, MARILYN. 6121
WATSON, JERRY J. 4204
SEARSON, MARILYN. 6121
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GUNNING, THOMAS GALVIN. 5217
WASUNG, RICHARD STANLEY K 8207
POOLE, F. ROBERT. 8206
JOHNSON, MYRTLY RICARD. 6114
MCGILL, JAMES R. 3015
EDELMAN, EUGENE. 4011
CHEEK, MARTHA DIANE COLLI 0105
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HOYT, JAMES ROBERT. 5031
MORRIS, MYRA DETWEILER. 0310
KRANER, ROBERT EUGENE. 5002
MORTON, LEONARD. 5009
BABCOCK, MATALIE C. 3011
BLACKWELL, JANET MOORE. 1019
RABUSH, DONALD ROBERT. 8106
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LOEHRLEIN, F.M.I. SISTER 6212
SIEDOW, MARY DUNN. 0106
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COX, JUANITA MIXSON. 3018
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SMITH, DALE JUNIOR. 2020
GUTTINGER, HELLEN IRELAND 2016
CUCINOTTA, DAVID HEARS. 5317
STILLWELL, ROBERT JAMES. 8105
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OLDMAN, KENNETH RICE. 7118
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GOLFIN, BIBIANA T. 5339
LASH, NEIL A. 0006
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HARGROVE, GERALDINE W. 6011
CHAPMAN, BILLY GENE. 3021
PACKARD, JOHN RICHARD HAM 0213
HARRIS, MARILYN IRENE. 0214
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CRAWFORD, KATHRYN LAMB. -0217
MUSIAL, DIANN. 5345
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SHURDEN, KAY WILSON. 1424
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MCCURDY, SARA BETH HUNTLE. 1430
MCQUAGGE, DANIEL TEMPLE. 6108
KAHN, NORMA BERNSTEIN. 1213
BAZELAK, LEONARD PAUL. 1414
COHEN, JUDITH HELENE. 1020
BERRIDGE, WAYNE EARL. 5346
STURGIS, DANIEL KENNETH. 5505
VASQUEZ, JAMES ALAN. 4012
JUDGE, ROBERT E. 5510
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JOHNSON, MYRTLY RICARD. 6114
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ENT AREA READING IN LITERATURE, SOCIAL STUDIES AND OF SPELLING INSTRUCTION IN EIGHTH-GRADE BIOLOGICAL S ACHIEVEMENT IN ENGLISH, HISTORY, MATHEMATICS AND AND EIGHT THROUGH ENGLISH, HISTORY, GEOGRAPHY AND ING STUDY SKILLS TO JUNIOR HIGH SCHOOL STUDENTS IN NG RATE ON NINTH-GRADE STUDENTS BY USING REWRITTEN NSTRUCTION IN EIGHTH-GRADE BIOLOGICAL SCIENCE UPON = A COMPARISON OF RELATIONSHIPS AMONG CLOZE GAIN A COMPARISON OF SELECTED STANDARDIZED READING TEST TH GRADE LEVEL. = A COMPARISON OF CLOZE PROCEDURE H SCHOOLS. = INTELLIGENCE, READING AND ARITHMETIC DAKOTA SCHOOLS. = THE RELATIONSHIP OF ACHIEVEMENT = AN INVESTIGATION OF CLOZE UESTIONING STRATEGIES ON THE READING COMPREHENSION RIABLES ON THE RESULTS OF READING ACHIEVEMENT TEST STUDENTS' PERCEPTIONS OF THEIR READING ABILITY AND ASURED BY PHRASE-MARKED AND NONPHRASE-MARKED CLOZE EMENT TEST. = THE SUITABILITY OF ACHIEVEMENT TEST LIES AND READING ABILITY AND AN ANALYSIS OF VISION- MENT OF SEVENTH GRADE STUDENTS ENGAGED IN TUTORING ARY PRINCIPALS, SECONDARY READING SPECIALISTS, AND IGH T TO READ" PROGRAM FUNDED BY THE ELEMENTARY AND XICAN-AMERICAN STUDENTS. = AN ANALYTICAL STUDY OF IALS PRESCRIBED FOR USE IN BRITISH COLUMBIA JUNIOR = IMPROVEMENT OF CRITICAL READING SKILLS AT THE STRATEGIES ON THE READING COMPREHENSION SCORES OF AND READING EXPERIENCE OF RELUCTANT READERS AT THE G SKILLS IN A DEVELOPMENTAL READING PROGRAM AT THE ISON OF ATTITUDES TOWARD READING INSTRUCTION AMONG TICAL AND EMPIRICAL BASIS, AND ITS IMPLICATIONS IN CES AND CERTAIN ELEMENTS RELATING TO THE STATUS OF RD READING INSTRUCTION AMONG SECONDARY PRINCIPALS, ATTEN = SOCIO-ECONOMIC AND HISTORICAL FACTORS IN RAITS AND CERTAIN READING HABITS IN ELEMENTARY AND = AN EVALUATION OF A NINE WEEK NTAIN STATES. = THE STATUS AND CHARACTERISTICS OF DEL TO THE READING SYLLABI OF THE TEN LARGEST U.S. COMPONENTS OF READABILITY AND COMPREHENSION AT THE ND STANDARDIZED TESTS AMONG PROBLEM READERS AT THE = AN ANALYSIS OF THE ALIENATION MOTIF IN INA. = A STUDY OF VARIABLES IN RELATION TO PARENTAL USE OF HOUSEHOLD LITERATURE TO REINFORCE ATION OF THE RELATIONSHIP BETWEEN THE EVOLUTION OF N A CRITERION REFERENCED INSTRUMENT. = A STUDY OF OKS. = AN INVESTIGATION OF THE READING LEVELS OF FOCUSING ON VIOLENT INCIDENTS. = THE RESPONSES OF AND MATHEMATICS RELATIVE TO EDUCATIONALLY DEPRIVED DIAGNOSTIC TEST OF SPECIFIC READING ABILITIES FOR STUDENT PERCEIVED READING DIFFICULTIES IN SELECTED TRAINING IN PINELLAS COUNTY FLORIDA. = SUBSEQUENT RELATIONSHIP TO SELECTED FACTORS OF SURVEYED UTAH UATION OF A RIGHT TO READ PROJECT IN A MONO-GRADED CHOLINGUISTIC BASIS FOR READING IMPROVEMENT IN THE AND PLAYBACK EQUIPMENT FOR TEACHING READING IN THE

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ALMEIDA, PAMELA MASON	HARVARD UNIVERSITY	ED.D.	1975	3033
AMES, WILBUR STANLEY	UNIVERSITY OF MISSOURI	ED.D.	1965	5203
ANDERSON, HUDSON MIL	UNIVERSITY OF OREGON	ED.D.	1963	1201
ANDREACCHI, JOSEPH	COLUMBIA UNIVERSITY	ED.D.	1973	5334
ANGELOTTI, MICHAEL LOUIS	THE FLORIDA STATE UNIVERSITY	PH.D.	1972	1410
ANTHONY, HOMER BRUCE	ARIZONA STATE UNIVERSITY	PH.D.	1972	6009
APPLEBY, BRUCE CHARLES	THE UNIVERSITY OF IOWA	PH.D.	1967	6102
ARLO, RAYMOND	NEW YORK UNIVERSITY	PH.D.	1969	5313
ATHEY, IRENE JOWETT	UNIVERSITY OF CALIFORNIA	PH.D.	1965	0505
AUERBACK, LEO	NEW YORK UNIVERSITY	PH.D.	1974	1419
BABCOCK, MATALIE C	OKLAHOMA STATE UNIVERSITY	ED.D.	1969	3011
BACHER, JESSE HIRAM	NEW YORK UNIVERISTY	PH.D.	1964	7004
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BAKER, ROBERT LAWRENCE	SYRACUSE UNIVERSITY	ED.D.	1974	6312
BALES, JIMMY CHARLES	UNIVERSITY OF SOUTH CAROLINA	ED.D.	1975	6014
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BARBOUR, BREESE FULTON	SYRACUSE UNIVERSITY	ED.D.	1967	7110
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BROGDON, EDWIN MOORE	UNIVERSITY OF SOUTH CAROLINA	PH.D.	1975	4027
BROUSSEAU, PAULA JOAN	SOUTHERN ILLINOIS UNIVERSITY	PH.D.	1971	0307
BROWN, DON ARLEN	UNIVERSITY OF OREGON	ED.D.	1964	0204
BROWN, ELEANOR DRUM	STATE UNIVERSITY OF NEW YORK AT ALBANY	ED.D.	1975	1226
BROWN, PAULINE	BOSTON UNIVERSITY SCHOOL OF EDUCATION	ED.D.	1966	5306
BRYANT, JOYCE ELAINE PEADEN	THE FLORIDA STATE UNIVERSITY	PH.D.	1971	3017
BUCHANAN, ROBERTA MORRILL	BOSTON UNIVERSITY SCHOOL OF EDUCATION	ED.D.	1973	5028
BURGESS, ELIZABETH THOMAS D	AUBURN UNIVERSITY	ED.D.	1974	6119
BURNHAM, CAROLYN JOAN STIGMAN	UNIVERSITY OF UTAH	PH.D.	1974	5034
BURNS, SANDRA MADER	NORTHWESTERN UNIVERSITY	PH.D.	1975	0218
BURSUK, LAURA ZELMAN	NEW YORK UNIVERSITY	PH.D.	1969	7114
CADELINA, GEORGINA BENITEZ	INDIANA UNIVERSITY	ED.D.	1964	2007
CAFFEE, CLAUDE EARL	EAST TEXAS STATE UNIVERSITY	ED.D.	1975	1426
CALDWELL, ROBERT MCKINLEY	THE PENNSYLVANIA STATE UNIVERSITY	PH.D.	1973	7132
CALL, LOUIS THORNTON JR	UNIVERSITY OF GEORGIA	ED.D.	1974	5340
CANNON, HASKELL D	CLAREMONT GRADUATE SCHOOL	PH.D.	1973	0309
CARLIN, FRANCIS X	FORDHAM UNIVERSITY	PH.D.	1962	6002
CARLSON, ELEANOR GRACE	UNIVERSITY OF MINNESOTA	PH.D.	1967	2008
CARNEY, HEATHER CAMPBELL	SYRACUSE UNIVERSITY	PH.D.	1973	6308
CARNEY, JOHN JOSEPH III	SYRACUSE UNIVERSITY	PH.D.	1973	6310
CARTER, CLIFFORD	UNIVERSITY OF CALIFORNIA	PH.D.	1974	5215
CASAVANTES, EDWARD JOSEPH	UNIVERSITY OF SOUTHERN CALIFORNIA	PH.D.	1973	0411
CERVONE, EDMUND VINCENT	TEMPLE UNIVERSITY	ED.D.	1974	3027
CHANDLER, EVELYN FINNELL	UNIVERSITY OF COLORADO	PH.D.	1975	4028
CHAPIN, LAURENCE RANDALL	BRIGHAM YOUNG UNIVERSITY	ED.D.	1976	4033
CHAPMAN, BILLY GENE	TEXAS TECH UNIVERSITY	ED.D.	1973	3021
CHAPPIE, DAVID ALEXANDER	UNITED STATES INTERNATIONAL UNIVERSITY	PH.D.	1971	5025
CHAREN, CLAIRE LORRAINE	RUTGERS	ED.D.	1971	7124
CHEEK, MARTHA DIANE COLLINS	THE FLORIDA STATE UNIVERSITY	PH.D.	1972	0105
CHISHAM, SISTER MARIE HELENE	KENT STATE UNIVERSITY	PH.D.	1971	7125
CIENKUS, ROBERT CAJETAN	LOYOLA UNIVERSITY OF CHICAGO	PH.D.	1974	0212
CLARK, EDITH SCHERRER	COLUMBIA UNIVERSITY	ED.D.	1969	7109
CLARKE, POLLY STOTTS	NORTH TEXAS STATE UNIVERSITY	ED.D.	1973	1214
CLEMONS, MAE OLLIE	THE FLORIDA STATE UNIVERSITY	PH.D.	1974	6115
CLOER, CARL THOMAS JR	UNIVERSITY OF SOUTH CAROLINA	PH.D.	1974	2114
COATNEY, RICHARD POST	THE OHIO STATE UNIVERSITY	PH.D.	1974	5504
CODY, MOTHER M. IRENE, R.S.H.M	FORDHAM UNIVERSITY	PH.D.	1962	5501
COHEN, JUDITH HELENE	HOFSTRA UNIVERSITY	PH.D.	1975	1020
COHEN, S. ALAN	BOSTON UNIVERSITY SCHOOL OF EDUCATION	ED.D.	1965	0203
COLBERT, JOY EDITH	VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIV	ED.D.	1974	1221
CONWAY, HANNAH ELIZABETH MILLER	THE UNIVERSITY OF ALABAMA	ED.D.	1975	1225
COOPER, DAVID	STANFORD UNIVERSITY	ED.D.	1963	2003
COREY, NOBLE RAY	PURDUE UNIVERSITY	PH.D.	1972	6208
CORNABY, BETTY JEAN B	UNIVERSITY OF WASHINGTON	PH.D.	1974	6111

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COVEY, DONALD DAVID	ARIZONA STATE UNIVERSITY	ED.D.	1973	0408
COWGILL, GENEVIVE ALICE	UNIVERSITY OF PITTSBURGH	PH.D.	1975	1427
COX, JUANITA MIXSON	THE FLORIDA STATE UNIVERSITY	PH.D.	1971	3018
CRAIG, JIMMIE MERLE	UNITED STATES INTERNATIONAL UNIVERSITY	PH.D.	1968	7112
CRAMER, EUGENE HARLEY	THE UNIVERSITY OF WISCONSIN - MADISON	PH.D.	1975	5348
CRAWFORD, KATHRYN LAMB	THE FLORIDA STATE UNIVERSITY	PH.D.	1975	0217
CREALOCK, CAROL MARIE	UNIVERSITY OF TORONTO(CANADA)	PH.D.	1973	1011
CRIDER, FRANCES CAROLYN	UNIVERSITY OF NORTHERN COLORADO	ED.D.	1975	7146
CROCKER, OSWALD KITCHENER	INDIANA UNIVERSITY	ED.D.	1967	1205
CROMER, NANCY SUE	ARIZONA STATE UNIVERSITY	PH.D.	1976	1227
CUCINOTTA, DAVID HEARS	BOSTON UNIVERSITY SCHOOL OF EDUCATION	ED.D.	1971	5317
CULHANE, JOSEPH WILLIAM	SYRACUSE UNIVERSITY	PH.D.	1972	5323
CULP, MARY BETH WADE	THE FLORIDA STATE UNIVERSITY	PH.D.	1975	1429
CULVER, VICTOR IRWIN	UNIVERSITY OF MISSOURI	PH.D.	1975	5352
CULYER, RICHARD C. III	THE FLORIDA STATE UNIVERSITY	PH.D.	1973	5328
D'AUNNIZIO, ANTHONY	TEMPLE UNIVERSITY	ED.D.	1965	5011
DAIGON, ARTHUR	NEW YORK UNIVERSITY	ED.D.	1963	1202
DANNER, HORACE GERALD	THE AMERICAN UNIVERSITY	PH.D.	1973	5212
DAVIS, FRANK REYNOLDS JR	UNIVERSITY OF CALIFORNIA	PH.D.	1963	0201
DAVIS, JAMES SAMUEL	UNIVERSITY OF MISSOURI - COLUMBIA	PH.D.	1973	1412
DEBOER, ERVIN LEROY	THE UNIVERSITY OF NEBRASKA	ED.D.	1972	7128
DECH, HAROLD ROBERT	LEHIGH UNIVERSITY	ED.D.	1973	5033
DESHIELDS, SHIRLEY MANSON	UNIVERSITY OF MASSACHUSETTS	ED.D.	1974	6012
DEVINE, JUDITH ANN	THE BOSTON UNIVERSITY SCHOOL OF EDUCATION	ED.D.	1975	9010
DEVOE, THELMA EDMUNDS	BOSTON UNIVERSITY SCHOOL OF EDUCATION	ED.D.	1975	6117
DILLNER, MARTHA HARRIET	UNIVERSITY OF FLORIDA	ED.D.	1971	7123
DIRIENZO, ANGELO EUGENE	THE UNIVERSITY OF CONNECTICUT	PH.D.	1964	5005
DISHNER, ERNEST KEITH	UNIVERSITY OF GEORGIA	ED.D.	1973	4017
DITTMAN, DONALD RICHARD	THE FLORIDA STATE UNIVERSITY	PH.D.	1970	7308
DIVINE, JAMES HAROLD	NORTHERN ILLINOIS UNIVERSITY	ED.D.	1975	0510
DIXON, NACY POWELL	OKLAHOMA STATE UNIVERSITY	ED.D.	1975	4032
DIXON, ROGER DUANE	WESTERN MICHIGAN UNIVERSITY	ED.D.	1974	2117
DOAN, SHIRLEY ANN STAPLETON	THE UNIVERSITY OF NEBRASKA - LINCOLN	PH.D.	1975	1223
DOBLER, G. RONALD	THE UNIVERSITY OF IOWA	PH.D.	1973	1211
DORNEY, WILLIAM PATRICK	NEW YORK UNIVERSITY	PH.D.	1963	8202
DOYLE, BRUFORD LEO	OKLAHOMA STATE UNIVERSITY	ED.D.	1972	5606
DRAKE, LAWRENCE COLEMAN	UNIVERSITY OF MISSOURI- COLUMBIA	ED.D.	1966	3007
DRAKE, PAULINE E.	UNIVERSITY OF PITTSBURGH	PH.D.	1974	1218
DRONBERGER, GLADYS BARRETT	THE UNIVERSITY OF OKLAHOMA	PH.D.	1973	3022
DRUM, PRISCILLA ANN	STANFORD UNIVERSITY	PH.D.	1974	5508
DUNCAN, MARGARET HAYNES	UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN	PH.D.	1975	7143
DUNN, IMA CHARLENE	UNIVERSITY OF NORTHERN COLORADO	ED.D.	1973	8107
DURHAM, LINDA LARUE	UNIVERSITY OF WYOMING	ED.D.	1973	7135
DVERGSTEN, KENNETH CARROLL	UNIVERSITY OF MINNESOTA	PH.D.	1971	6206

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AUTHOR	UNIVERSITY	DEGREE	DATE	ID NO.
EAGLETON, CLIFFORD J	THE AMERICAN UNIVERSITY	ED.D.	1973	4202
EDELMAN, EUGENE	UNIVERSITY OF MISSOURI-COLUMBIA	ED.D.	1973	4011
EDWARDS, PETER	THE UNIVERSITY OF BRITISH COLUMBIA	ED.D.	1974	9005
EINSTEIN, FLORENCE	NEW YORK UNIVERSITY	PH.D.	1960	9001
ELLINGTON, BILLIE JEAN	UNIVERSITY OF GEORGIA	ED.D.	1972	5322
ELLIOTT, WANDA	UNIVERSITY OF CALIFORNIA	ED.D.	1973	0208
ELLIS, UPSHUR BERKLEY	TEMPLE UNIVERSITY	ED.D.	1963	2005
EPSTEIN, IRA DAVID	FORDHAM UNIVERSITY	PH.D.	1975	1222
ESPOSITO, MARIETTA LEE	RUTGERS	ED.D.	1971	5503
ESTES, THOMAS HOWARD	SYRACUSE UNIVERSITY	PH.D.	1970	6303
EVANS, HOWARD MARTIN	UNIVERSITY OF ILLINOIS	ED.D.	1968	2010
FAGGIANI, LESTER A	NEW YORK UNIVERSITY	PH.D.	1971	1408
FARR, ROGER CHARLES	STATE UNIVERSITY OF NEW YORK AT BUFFALO	ED.D.	1967	5018
FERGUSON, JEAN MARIE	UNIVERSITY OF OREGON	ED.D.	1973	4018
FERNANDES, KATHLEEN	STANFORD UNIVERSITY	PH.D.	1974	9004
FERRIS, FRANCIS XAVIER	UNIVERSITY OF MIAMI	ED.D.	1970	5315
FERRY, CLIFFORD LLOYD	UNIVERSITY OF OREGON	PH.D.	1975	0112
FIDDLER, JERRY BEN	STATE UNIVERSITY OF NEW YORK AT BUFFALO	ED.D.	1974	1220
FILBY, NIKOLA NANCY	STANFORD UNIVERSITY	PH.D.	1975	9008
FILLMAN, TONY WAYNE	NORTH TEXAS STATE UNIVERSITY	ED.D.	1969	5021
FINNEGAN, BARARA CATHERINE	BOSTON UNIVERSITY SCHOOL OF EDUCATION	ED.D.	1974	6113
FINUCCI, JOAN MARTHA	THE JOHNS HOPKINS UNIVERSITY	PH.D.	1974	0413
FISHCO, DANIEL T	LEHIGH UNIVERSITY	ED.D.	1966	0304
FISHER, KENNETH DAVID	INDIANA UNIVERSITY	ED.D.	1973	0108
FITZGERALD, BILLY J	ARIZONA STATE UNIVERSITY	ED.D.	1974	5035
FITZPATRICK, D. MARIE	BOSTON UNIVERSITY SCHOOL OF EDUCATION	ED.D.	1970	5604
FITZPATRICK, KAREN	THE CATHOLIC UNIVERSITY OF AMERICA	PH.D.	1975	0509
FLANAGAN, BEVERLY ANN CHIN	UNIVERSITY OF OREGON	PH.D.	1975	4030
FLORIANI, BERNARD PAUL	MEMPHIS STATE UNIVERSITY	ED.D.	1975	0114
FORTE, MYRTLE CECILE	HOFSTRA UNIVERSITY	PH.D.	1975	4025
FRANCIS, JAMES FRANK	BOSTON UNIVERSITY SCHOOL OF EDUCATION	ED.D.	1966	6101
FRANCIS, LESLIE J	UNIVERSITY OF NORTHERN COLORADO	ED.D.	1973	0209
FREDERICKS, STEVEN JAY	INDIANA UNIVERSITY	ED.D.	1973	2111
FRIEDMAN, ROBERT	UNIVERSITY OF SOUTHERN CALIFORNIA	PH.D.	1964	7104
FRYAR, WILLIAM RUFFUS	THE UNIVERSITY OF FLORIDA	ED.D.	1971	6207
FRYE, MILTON	CLAREMONT GRADUATE SCHOOL	PH.D.	1973	6309
FUHR, MORTON L	NEW YORK UNIVERSITY	ED.D.	1970	7120
GAGNE, ELLEN DALTON	UNIVERSITY OF WISCONSIN - MADISON	PH.D.	1974	5506
GALOTTO, JOHN VINCENT	NEW YORK UNIVERSITY	PH.D.	1961	7102
GARDINER, JOHN FRANKLIN	WAYNE STATE UNIVERSITY	ED.D.	1975	7144
GEAKE, RAYMOND ROBERT	THE UNIVERSITY OF MICHIGAN	PH.D.	1963	5601
GEIGER, EVANGELINE DRURY	UNIVERSITY OF CALIFORNIA	ED.D.	1967	5205
GEIL, HARRY CHARLES	OREGON STATE UNIVERSITY	ED.D.	1972	2110
GELMAN, WILLIAM	HOFSTRA UNIVERSITY	PH.D.	1975	6216
GIBBS, JAMES ARCHIE	OKLAHOMA STATE UNIVERSITY	ED.D.	1970	8101

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GILDEA, RAY YEAKLE JR	UNIVERSITY OF VIRGINIA	ED.D.	1970	6302
GILL, PATRICK RALSTON	WASHINGTON STATE UNIVERSITY	PH.D.	1972	1010
GILSTAD, JANE RUSSELL	INDIANA UNIVERSITY	PH.D.	1974	9003
GIORDANO, GERARD RAYMOND	THE OHIO STATE UNIVERSITY	PH.D.	1975	1022
GIOVINO, ROSEMARIE	BOSTON UNIVERSITY SCHOOL OF EDUCATION	ED.D.	1970	0207
GIRARD, JUDITH ANDERSON FUNK	UNIVERSITY OF NORTHERN COLORADO	ED.D.	1971	1008
GLAD, JOAN ROGERS BOURNE	UNIVERSITY OF UTAH	PH.D.	1965	7106
GLATT, KENNETH M	NEW YORK UNIVERSITY	PH.D.	1975	0216
GLIESSMAN, DAVID HENRY	UNIVERSITY OF ILLINOIS	PH.D.	1961	5301
GLOGER, MAXWELL T	UNIVERSITY OF MASSACHUSETTS	ED.D.	1975	2119
GODWIN, CHARLES WENDELL	THE UNIVERSITY OF FLORIDA	ED.D.	1972	7126
GOLD, LAWRENCE	NEW YORK UNIVERSITY	PH.D.	1963	5003
GOLDMAN, FLORENCE WILLIAMS	UNIVERSITY OF MISSOURI	PH.D.	1975	5350
GOLFIN, BIBIANA T	THE FLORIDA STATE UNIVERSITY	PH.D.	1974	5339
GOODSON, FLOYD LEE	THE UNIVERSITY OF ARIZONA	ED.D.	1973	0409
GORDON, WILLIAM MACGUIRE	INDIANA UNIVERSITY	ED.D.	1968	2107
GOTTLIEB, MICHAEL CRAIG	TEXAS TECH UNIVERSITY	PH.D.	1972	8205
GRAHAM, GEROLD VERNON	THE UNIVERSITY OF FLORIDA	ED.D.	1968	2106
GRAHAM, HANTFORD LEROY	UNIVERSITY OF VIRGINIA	ED.D.	1974	2017
GREEN, REGINALD LEON	UNIVERSITY OF MISSOURI-COLUMBIA	ED.D.	1975	1224
GREEN, RICHARD T.	BOSTON UNIVERSITY SCHOOL OF EDUCATION	ED.D.	1971	5022
GUERNSEY, JAMES LOWEPRE	COLUMBIA UNIVERSITY	ED.D.	1968	2011
GUNNING, THOMAS GALVIN	TEMPLE UNIVERSITY	ED.D.	1975	5217
GUTKOSKA, JOSEPH PETER	UNIVERSITY OF MARYLAND	ED.D.	1967	5206
GUTTINGER, HELLEN IRELAND.	THE UNIVERSITY OF FLORIDA	ED.D.	1974	2016
GWALTNEY, WAYNE KEITH	UNIVERSITY OF GEORGIA	ED.D.	1971	5023
HAAS, FRANK ADOLPH	UNIVERSITY OF MASSACHUSETTS	ED.D.	1975	0215
HACKETT, MARIE GANNON	UNIVERSITY OF CALIFORNIA	PH.D.	1968	5309
HALL, JOHN EDWARD	NEW YORK UNIVERSITY	ED.D.	1961	2001
HALLICK, MARY F.	MARQUETTE UNIVERSITY	ED.D.	1974	4206
HAMILTON, HARLAN BERNHARDT	BOSTON UNIVERSITY SCHOOL OF EDUCATION	ED.D.	1973	1215
HANDELMAN, ZITA KLANG	RUTGERS	ED.D.	1967	7108
HANSEN, DOROTHY MORRISON.	BRIGHAM YOUNG UNIVERSITY	PH.D.	1975	5608
HANZELKA, RICHARD LOUIS	THE UNIVERSITY OF IOWA	PH.D.	1974	1420
HARDIN, VERALEE BLACKBURN	UNIVERSITY OF MISSOURI	ED.D.	1964	7306
HARDWICK, BETTIE LOUISE	NEW YORK UNIVERSITY	PH.D.	1971	1407
HARGROVE, GERALDINE W	UNIVERSITY OF SOUTH CAROLINA	PH.D.	1973	6011
HARKER, WILLIAM JOHN	THE UNIVERSITY OF BRITISH COLUMBIA (CANADA)	ED.D.	1971	5320
HARRIS, MARILYNE IRENE	UNIVERSITY OF MASSACHUSETTS	ED.D.	1975	0214
HARWOOD, FREDERIC LEE	UNIVERSITY OF MINNESOTA	PH.D.	1969	7115
HASH, RONALD JESSE	STATE UNIVERSITY OF NEW YORK AT BUFFALO	ED.D.	1974	6313
HAYDEN, JOHN BLAIR	UNIVERSITY OF SOUTHERN CALIFORNIA	ED.D.	1974	0109
HAYES, GLENN WARREN	UNIVERISTY OF ILLINOIS	ED.D.	1966	0403
HAYES, MARIE THERESE	BOSTON UNIVERSITY SCHOOL OF EDUCATION	ED.D.	1969	1406

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AUTHOR	UNIVERSITY	DEGREE	DATE	ID NO.
HEIL, CAROLYN	UNIVERSITY OF PITTSBURGH	PH.D.	1974	4020
HELMS, WALTER EUGENE SR	THE UNIVERSITY OF TENNESSEE	ED.D.	1967	9002
HELVOIGT, DUFF LAFORREST	THE UNIVERSITY OF AKRON	PH.D.	1974	5509
HEVENER, FILLMER JR	UNIVERSITY OF VIRGINIA	ED.D.	1973	4019
HEYDENBERK, WARREN ROBERT	UNIVERSITY OF NORTHERN COLORADO	ED.D.	1971	1007
HICKERSON, PATRICIA LOUISE ROTH	UNIVERSITY OF SOUTHERN CALIFORNIA	ED.D.	1973	2015
HODGES, RICHARD EDWIN	STANFORD UNIVERSITY	ED.D.	1964	0102
HOELTZEL, RODNEY CLIVE	UNIVERSITY OF SOUTHERN CALIFORNIA	PH.D.	1974	5030
HOGAN, FLORENCE PEARL	BOSTON UNIVERSITY SCHOOL OF EDUCATION	ED.D.	1961	5201
HOLDEN, MICHAEL DENNIS	UNIVERSITY OF TORONTO	PH.D.	1973	6105
HOLICK, ROBERT JOSEPH	TEXAS A & M UNIVERSITY	PH.D.	1975	0311
HOLLER, RICHARD LEROY	UNIVERSITY OF MARYLAND	ED.D.	1969	3010
HOLLINGSWORTH, PAUL M	ARIZONA STATE UNIVERSITY	ED.D.	1964	5004
HOLLIS, LEVI BERKLY JR	KENT STATE UNIVERSITY	PH.D.	1974	6106
HOLMES, ELIZABETH ANN	UNIVERSITY OF OKLAHOMA	ED.D.	1971	5321
HOOGSTRA, JOHN A	MICHIGAN STATE UNIVERSITY	PH.D.	1973	5329
HORNER, SUZANNE ROSE	BOSTON UNIVERSITY SCHOOL OF EDUCATION	ED.D.	1975	5216
MORTON, RAYMOND JOSEPH	HOFSTRA UNIVERSITY	PH.D.	1973	1012
HOUSER, VERNON GALE	BRIGHAM YOUNG UNIVERSITY	ED.D.	1974	4205
HOUSKA, JOSEPH THOMAS	UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN	ED.D.	1971	3019
HOWINGTON, ESTELLE UNDERWOOD	UNIVERSITY OF GEORGIA	ED.D.	1966	0001
HOYT, JAMES ROBERT	UNIVERSITY OF IDAHO	ED.D.	1973	5031
HUNSAKER, DON ELDON	UNIVERSITY OF OREGON	ED.D.	1969	7116
HUNTER, ANTHONY DEVEREUX	COLUMBIA UNIVERSITY	ED.D.	1969	5314
HUTCHISON, EARL JAMES	UNIVERSITY OF WISCONSIN	PH.D.	1961	2101
IDSTEIN, PETER MORTON	UNIVERSITY OF DELAWARE	PH.D.	1975	5511
JACOBSON, ALLAN ROBERT	UNIVERSITY OF SOUTHERN CALIFORNIA	ED.D.	1974	2019
JACOBSON, M. VICTORIA	UNIVERSITY OF MINNESOTA	PH.D.	1973	5331
JACOBSON, MILTON DURWOOD	UNIVERSITY OF MINNESOTA	PH.D.	1961	3001
JAKUPCAK, MICHAEL JOSEPH JR	UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN	ED.D.	1973	4010
JAMES, HELEN JEANE	UNIVERSITY OF MIAMI	ED.D.	1969	4001
JAN-TAUSCH, JAMES	RUTGERS UNIVERSITY	ED.D.	1960	7001
JANZ, MARGARET LOUISE	THE FLORIDA STATE UNIVERSITY	PH.D.	1969	3009
JEFFERS, PEARL BRIERE	THE UNIVERSITY OF CONNECTICUT	PH.D.	1971	2109
JEFFERSON, GEORGE LEE JR	UNIVERSITY OF GEORGIA	PH.D.	1969	3012
JEKEL, JEROME R	THE UNIVERSITY OF NORTH DAKOTA	ED.D.	1970	6304
JENKINS, JAMES ALVAN	THE UNIVERSITY OF TENNESSEE	ED.D.	1972	4005
JERROLD, BOBBY WALLACE	THE UNIVERSITY OF WISCONSIN	PH.D.	1967	5502
JEWELL, CEDRIC BERESFORD	UNIVERSITY OF OREGON	PH.D.	1969	5311
JOHNSON, BARBARA ANNE STUBBS	KANSAS STATE UNIVERSITY	PH.D.	1975	6315
JOHNSON, MYRTLY RICARD	KANSAS STATE UNIVERSITY	PH.D.	1974	6114
JOHNSON, PATTY LOU	UNIVERSITY OF SOUTH FLORIDA	PH.D.	1976	8109
JOHNSTON, CARL WILLIAM	UNIVERSITY OF COLORADO	PH.D.	1974	5214
JONES, JOHN LINK	UNIVERSITY OF MARYLAND	ED.D.	1966	6202
JUDGE, ROBERT E	STATE UNIVERSITY OF NEW YORK AT ALBANY	ED.D.	1975	5510

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LOEHRLEIN, F.M.I., SISTER MARCEDA	PURDUE UNIVERSITY	PH.D.	1973	6212
LOMBARDI, VINCENT A	TEMPLE UNIVERSITY	ED.D.	1974	1013
LOURIE, SAMUEL	NEW YORK UNIVERSITY	ED.D.	1967	2105
LOWE, WALTER EDWARD	THE GEORGE WASHINGTON UNIVERSITY	ED.D.	1969	0405
LOWELL, THOMAS STEVENSON KELLER	UNIVERSITY OF VIRGINIA	PH.D.	1974	3030
LUCHSINGER, BARBARA BETH	THE UNIVERSITY OF IOWA	PH.D.	1969	1405
LUCKING, ROBERT ALFRED	THE UNIVERSITY OF NEBRASKA - LINCOLN	PH.D.	1975	1425
MACNAMARA, GAE RHODE	COLUMBIA UNIVERSITY	PH.D.	1972	5325
MAGGART, WILLIAM T	SOUTHERN ILLINOIS UNIVERSITY	PH.D.	1973	5029
MAGNUSSON, PAUL CYRUS	THE UNIVERSITY OF WISCONSIN - MADISON	PH.D.	1974	4021
MALAK, JOSEPH FRANCIS	UNIVERSITY OF PITTSBURGH	PH.D.	1972	4007
MALLARD, JOSEPH RAFTER	UNIVERSITY OF CONNECTICUT	PH.D.	1967	0002
MALONE, JAMES FRANKLIN	NORTH TEXAS STATE UNIVERSITY	ED.D.	1964	5007
MALONEY, PATRICIA MAHER	FORDHAM UNIVERSITY	PH.D.	1974	0414
MAR, DONALD TOY	UNIVERSITY OF PITTSBURGH	PH.D.	1975	2022
MARANI, SALVATORE DONALD	UNIVERSITY OF MARYLAND	ED.D.	1971	8204
MARKER, ANDREW MICHAEL	TEMPLE UNIVERSITY	PH.D.	1975	0511
MARS, PARUL ARNE	THE UNIVERSITY OF NEBRASKA	ED.D.	1970	6205
MARSH, LINDA KESSLER	NEW YORK UNIVERSITY	PH.D.	1974	0508
MARTIN, LOIS ESTELLE	NORTH TEXAS STATE UNIVERSITY	ED.D.	1964	5006
MATTHEWS, HELEN E	SYRACUSE UNIVERSITY	PH.D.	1972	5210
MAYFIELD, LELA SHARON	WEST VIRGINIA	ED.D.	1970	5605
MCAREAVEY, JAMES PATRICK	UNIVERSITY OF COLORADO	ED.D.	1975	7141
MCCREADY, MICHAEL ANDREW	THE UNIVERSITY OF ALABAMA	PH.D.	1972	7009
MCCULLOUGH, BARBARA JEAN	THE FLORIDA STATE UNIVERSITY	PH.D.	1975	6013
MCCURDY, SARA BETH HUNTLEY	THE FLORIDA STATE UNIVERSITY	PH.D.	1975	1430
MCGILL, JAMES R	GEORGE PEABODY COLLEGE FOR TEACHERS	PH.D.	1970	3015
MCGINNIS, DOROTHY JEAN	MICHIGAN STATE UNIVERSITY	PH.D.	1963	0402
MCKELL, WILLIAM ELLSWORTH	UTAH STATE UNIVERSITY	ED.D.	1970	3016
MCLAUGHLIN, EARL GLEN	WEST VIRGINIA UNIVERSITY	ED.D.	1969	5312
MCLEES, MARTHA PRINCE	UNIVERSITY OF SOUTH CAROLINA	PH.D.	1970	7119
MCQUAGGE, DANIEL TEMPLE	THE FLORIDA STATE UNIVERSITY	PH.D.	1974	6108
MEANS, HARRISON J	THE UNIVERSITY OF IOWA	PH.D.	1974	6109
MEANS, MARGARET COLLIDGE	THE PENNSYLVANIA STATE UNIVERSITY	ED.D.	1964	2103
MEIGHAN, THOMAS	THE CATHOLIC UNIVERSITY OF AMERICA	PH.D.	1970	8003
MENOSKY, DOROTHY MAE	WAYNE STATE UNIVERSITY	ED.D.	1971	0104
MICHAELS, MELVIN LEONARD	COLUMBIA UNIVERSITY	ED.D.	1963	6004
MILLER, EVELYNE FRANCES	UNIVERSITY OF SOUTHERN CALIFORNIA	ED.D.	1974	2018
MISNER, MARILYN SPITLER	UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN	PH.D.	1972	0406
MITCHELL, DIANA LEE	THE UNIVERSITY OF BRITISH COLUMBIA (CANADA)	ED.D.	1974	5507
MOFFETT, ELEANOR WARD	UNIVERSITY OF NORTH CAROLINA	PH.D.	1961	0502
MOORE, MARGARET L	SOUTHERN ILLINOIS UNIVERSITY	PH.D.	1974	1217
MOORE, WILLIAM JAMES	UNIVERSITY OF IOWA	PH.D.	1973	6211
MORRIS, MYRA DETWEILER	THE UNIVERSITY OF NORTH DAKOTA	ED.D.	1974	0310
MORTON, LEONARD	YESHIVA UNIVERSITY	ED.D.	1964	5009

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AUTHOR	UNIVERSITY	DEGREE	DATE	ID NO
MOTT, JOHN HOMER	UNIVERSITY OF NORTHERN COLORADO	ED.D.	1970	1209
MULLEN, THOMAS PATRICK	UNIVERSITY OF MINNESOTA	PH.D.	1971	5209
MURRAY, JOHN GEORGE.	BOSTON UNIVERSITY SCHOOL OF EDUCATION	ED.D.	1972	5326
MURRAY, MICHAEL EDMOND	THE UNIVERSITY OF TEXAS	PH.D.	1974	7010
MUSIAL, DIANN	NORTHERN ILLINOIS UNIVERSITY	ED.D.	1975	5345
NACKE, PHIL L	THE UNIVERSITY OF BRITISH COLUMBIA	ED.D.	1970	5603
NAMEY, JORMAN DAVID	LEHIGH UNIVERSITY	ED.D.	1975	6314
NAMKIN, SIDNEY	RUTGERS	ED.D.	1966	1003
NEWMAN, HAROLD	COLUMBIA UNIVERSITY	ED.D.	1964	7305
NOLTE, SHERRY LYNNE	THE UNIVERSITY OF OKLAHOMA	PH.D.	1970	1208
NORMAN, BETTY LUCILLE CLASON	UNIVERSITY OF HOUSTON	ED.D.	1973	4015
NORTON, WILLIAM HILL	THE UNIVERSITY OF IOWA	PH.D.	1973	3024
O'DONNELL, LINDA ELIZABETH	UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN	PH.D.	1972	7129
O'NEIL, EVA MARGARET	UNIVERSITY OF OREGON	ED.D.	1970	7309
O'NEIL, ROBERT FRANCIS	BOSTON UNIVERSITY SCHOOL OF EDUCATION	ED.D.	1968	7113
OLDMAN, KENNETH RICE	CASE WESTERN RESERVE UNIVERSITY	PH.D.	1970	7118
OLSHAVSKY, JILL EDWARDS	INDIANA UNIVERSITY	ED.D.	1975	9006
ORR, ROBERT STEWART	WASHINGTON STATE UNIVERSITY	PH.D.	1973	7134
OSBORN, CHARLES DAVID	BALL STATE UNIVERSITY	ED.D.	1974	2115
OWEN, ALFRED ROY	TEXAS A. & M. UNIVERSITY	PH.D.	1970	4002
OWEN, THOMAS R.	SYRACUSE UNIVERSITY	PH.D.	1973	5330
PACKARD, JOHN RICHARD HAMILTON	UNIVERSITY OF MASSACHUSETTS	ED.D.	1975	0213
PAGE, ERNEST RICHARD	THE PENNSYLVANIA STATE UNIVERSITY	PH.D.	1974	1418
PARLER, JANE BOYNE	UNIVERSITY OF SOUTH CAROLINA	PH.D.	1974	6215
PARRISH, BERT WILEY	ARIZONA STATE UNIVERSITY	ED.D.	1974	1014
PAULSEN, ROBERT KEITH	UNIVERSITY OF NORTHERN COLORADO	ED.D.	1973	2113
PAVLAK, STEPHEN A	UNIVERSITY OF PITTSBURGH	PH.D.	1973	5332
PEARSON, DAVID ALEXANDER	THE UNIVERSITY OF WISCONSIN	PH.D.	1973	0412
PENNA, ROBERT FRANK	FORDHAM UNIVERSITY	PH.D.	1975	1428
PENNEY, MARY ELIZABETH	THE UNIVERSITY OF OKLAHOMA	ED.D.	1973	1212
PENNINGROTH, MARY PERSIS	UNIVERSITY OF GEORGIA	ED.D.	1963	7002
PETERSON, RAYMOD PETER	THE UNIVERSITY OF MICHIGAN	PH.D.	1964	5008
PETROSKY, ANTHONY R.	STATE UNIVERSITY OF NEW YORK AT BUFFALO	ED.D.	1975	1423
PIERCEY, DOROTHY JANE	UNIVERSITY OF ARIZONA	PH.D.	1969	5020
PIPER, CAROL JEAN	WAYNE STATE UNIVERSITY	ED.D.	1975	7142
PLATEK, THERESA F	STATE UNIVERSITY OF NEW YORK AT BUFFALO	ED.D.	1975	1422
PLESS, HERBERT	TEMPLE UNIVERSITY	ED.D.	1966	6203
POMERANTZ, MICHAEL	THE UNIVERSITY OF CONNECTICUT	PH.D.	1976	5353
POMMY, WILLIAM T	UNIVERSITY OF MASSACHUSETTS	ED.D.	1973	1210
POOLE, F. ROBER	THE UNIVERSITY OF OKLAHOMA	PH.D.	1975	8206
POWELL, BERTIE JEFFRESS	UNIVERSITY OF PITTSBURGH	PH.D.	1974	6107
POWELL, MERRILL MOSELEY	UNIVERSITY OF ALABAMA	ED.D.	1966	3004
PRACEJUS, ELEANOR L	UNIVERSITY OF PITTSBURGH	PH.D.	1974	5344
QUAINTANCE, BROTHER WILLIAM JOSEPH	TEMPLE UNIVERSITY	ED.D.	1968	5310
QUEALY, ROGER JAMES	INDIANA UNIVERSITY	ED.D.	1969	5208

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AUTHOR	UNIVERSITY	DEGREE	DATE	ID NO
QUICK, CHARLES DAVID	UNIVERSITY OF SOUTH CAROLINA	PH.D.	1975	5349
RABUSH, DONALD ROBERT	UNIVERSITY OF DENVER	ED.D.	1973	8106
RACKISH, FRANK A	THE PENNSYLVANIA STATE UNIVERSITY	ED.D.	1975	6120
RAETSCH, BARBARA MORRIS	UNIVERSITY OF GEORGIA	ED.D.	1973	0005
RAETSCH, FREDERICK CARL	UNIVERSITY OF GEORGIA	PH.D.	1972	4009
RAMSEY, ROBERT DIEHL	UNIVERSITY OF KANSAS	ED.D.	1961	3002
REED, ESTELLA E	INDIANA UNIVERSITY	ED.D.	1966	5305
REED, MARY MAHONEY	UNIVERSITY OF PITTSBURGH	PH.D.	1972	5026
REHMANH, ARNOLD MELVIN	UNIVERSITY OF MINNESOTA	PH.D.	1968	5308
REID, ETHNA ROBINSON	UNIVERSITY OF UTAH	PH.D.	1965	7107
RING, JERRY WARD	THE OHIO STATE UNIVERSITY	PH.D.	1968	1404
RINSKY, LEE ANN	UNIVERSITY OF CINCINNATI	ED.D.	1973	7136
ROBERTS, DENNIS MICHAEL	THE FLORIDA STATE UNIVERSITY	ED.D.	1967	0305
ROBERTS, JOHN DAVID	UNIVERSITY OF NORTHERN COLORADO	ED.D.	1974	4023
ROBERTSON, JAMES BRERETON	UNIVERSITY OF OREGON	ED.D.	1962	0401
ROBINSON, JOANNE ADLEY	HARVARD UNIVERSITY	ED.D.	1967	5204
ROEHLE, LAURA RUGGLES	MICHIGAN STATE UNIVERSITY	PH.D.	1972	4008
ROGERS, CHARLOTTE DEE	UNIVERSITY OF ARIZONA	PH.D.	1965	1401
ROOT, PAUL RAY	UNIVERSITY OF ARKANSAS	ED.D.	1964	6006
ROSNER, STANLEY L	TEMPLE UNIVERSITY	PH.D.	1969	7008
ROSS, ELI THOMAS	UNITED STATES INTERNATIONAL UNIVERSITY	PH.D.	1969	7307
ROSS, HARRY CAMPBELL	THE UNIVERSITY OF BRITISH COLUMBIA (CANADA)	ED.D.	1975	1431
ROSS, HAMIE HALLMAN	UNIVERSITY OF MARYLAND	ED.D.	1971	7121
ROSTER, NANCY LEE	INDIANA UNIVERSITY	ED.D.	1970	2108
ROTHSTEIN, EVELYN BIERMAN	COLUMBIA UNIVERSITY	ED.D.	1974	5213
ROTHWELL, ARTHUR	HARVARD UNIVERSITY	ED.D.	1974	5341
ROUGHTON, EDGAR LEROY	UNIVERSITY OF SOUTH CAROLINA	PH.D.	1963	0302
ROWELL, CHARLES GLENNON	GEORGE PEABODY COLLEGE FOR TEACHERS	ED.D.	1967	1204
ROWLS, MICHAEL DEAN	INDIANA UNIVERSITY	ED.D.	1975	5512
RUFF, ANN CURRY	INDIANA UNIVERSITY	ED.D.	1975	5513
RUSH, DAVID LEE	BALL STATE UNIVERSITY	ED.D.	1970	4003
RUSSELL, KENNETH STEVENSON	UNIVERSITY OF IDAHO	ED.D.	1968	5207
SABATELLA, D. FRANCIS	ST. JOHN'S UNIVERSITY	PH.D.	1970	6305
SABIN, JAMES EDWARD	BALL STATE UNIVERSITY	ED.D.	1973	4014
SALVATORE, NICHOLAS T	TEMPLE UNIVERSITY	ED.D.	1974	5337
SARETSKY, ARLENE AMSTER	INDIANA UNIVERSITY	ED.D.	1975	5347
SAWYER, RITA	SYRACUSE UNIVERSITY	ED.D.	1964	7003
SCHARFENSTEIN, LESLIE LLOYD	UNIVERSITY OF MISSISSIPPI	ED.D.	1973	5027
SCHEFFERT, RALPH EDGAR	NEW YORK UNIVERSITY	ED.D.	1967	2009
SCHMIDT, ROBERT ANDREW	ARIZONA STATE UNIVERSITY	PH.D.	1969	7117
SCHMIDTLEIN, ROZANNE	THE UNIVERSITY OF AKRON	PH.D.	1972	2014
SCHOENFELDT, BARBARA BARLIANT	UNIVERSITY OF GEORGIA	PH.D.	1973	0210
SCHOENHOLZ, BARRY L	HOFSTRA UNIVERSITY	ED.D.	1975	4024
SCHON, ISABEL	UNIVERSITY OF COLORADO	PH.D.	1974	6110
SCHWYHART, FREDERICK KEITH	UNIVERSITY OF ARIZONA	ED.D.	1967	7006

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AUTHOR	UNIVERSITY	DEGREE	DATE	ID NO
SCOTT, DWAIN LEWIS	UNIVERSITY OF KANSAS	ED.D.	1975	7145
SEARSON, MARILYN	THE FLORIDA STATE UNIVERSITY	PH.D.	1975	6121
SEAY, LESTEN CLARE	NORTH TEXAS STATE COLLEGE	ED.D.	1960	7101
SEITZ, ROBERT JR	INDIANA UNIVERSITY	ED.D.	1964	0101
SHABLAKE, SCOTT LEE	SYRACUSE UNIVERSITY	PH.D.	1973	1415
SHAFFER, PAUL	UNIVERSITY OF SOUTHERN MISSISSIPPI	ED.D.	1971	5316
SHAFFER, GARY LEE	UNIVERSITY OF SOUTHERN MISSISSIPPI	ED.D.	1975	3034
SHAPIRO, NATHANIEL	HOFSTRA UNIVERSITY	ED.D.	1974	5338
SHIFFMAN, GILBERT BERNARD	UNIVERSITY OF MARYLAND	ED.D.	1974	7105
SHIRLEY, FEHL LORAYNE	UNIVERSITY OF ARIZONA	PH.D.	1966	1402
SHURDEN, KAY WILSON	THE UNIVERSITY OF TENNESSEE	ED.D.	1975	1424
SIEDOW, MARY DUNN	INDIANA UNIVERSITY	ED.D.	1973	0106
SILLER, HARRY	NEW YORK UNIVERSITY	PH.D.	1968	0206
SIMMONS, JOHN STEPHEN	UNIVERSITY OF MINNESOTA	PH.D.	1962	2102
SIMON, LOUIS H	NEW YORK UNIVERSITY	PH.D.	1971	7122
SIZEMORE, RAY BREWER JR	THE FLORIDA STATE UNIVERSITY	PH.D.	1972	0407
SKIFFINGTON, JAMES STEPHEN	THE UNIVERSITY OF CONNECTICUT	PH.D.	1965	0205
SKINSKI, EDMOND JAMES	UNIVERSITY OF OREGON	ED.D.	1972	8104
SKONEY, SOPHIE ESSA	WAYNE STATE UNIVERSITY	ED.D.	1975	0007
SMITH, ARTHUR EDWARD	SYRACUSE UNIVERSITY	PH.D.	1972	5327
SMITH, CARMEN ALLISON	UNIVERSITY OF NEW ORLEANS	ED.D.	1975	6015
SMITH, CHRISTINE CALDER	UNIVERSITY OF SOUTHERN CALIFORNIA	ED.D.	1974	7139
SMITH, CLAIRE LINDSAY GARNIER	THE UNIVERSITY OF OKLAHOMA	PH.D.	1975	3031
SMITH, DALE JUNIOR	THE UNIVERSITY OF TULSA	ED.D.	1974	2020
SMITH, JAMES WILLIAM	UNIVERSITY OF CALIFORNIA	ED.D.	1966	5013
SMITH, MARY TAMAS	UNIVERSITY OF MONTANA	ED.D.	1973	2112
SMITH, RICHARD JOHN	THE UNIVERSITY OF WISCONSIN	PH.D.	1967	1403
SMITH, RICHARD LEE	UNIVERSITY OF MAINE	ED.D.	1971	0003
SMITH, RONALD FRANCIS	UNIVERSITY OF OREGON	PH.D.	1970	4201
SMITH, WILLIAM LEWIS	THE FLORIDA STATE UNIVERSITY	PH.D.	1969	3013
SNAVELY, ELOISE ALBERTA	STATE UNIVERSITY OF IOWA	PH.D.	1961	5302
SOMERS, ALBERT GINGHAM	THE FLORIDA STATE UNIVERSITY	PH.D.	1972	1409
SPELLMAN, CHARLES RICHARD	UNIVERSITY OF KANSAS	ED.D.	1972	0004
SPENCER, GARY DALE	ARIZONA STATE UNIVERSITY	ED.D.	1964	0202
SPIVAK, JANE LOUISE EVANSON	THE FLORIDA STATE UNIVERSITY	PH.D.	1974	5343
SPORITI, ANGELO LOUIS	BRIGHTMAN YOUNG UNIVERSITY	ED.D.	1963	3003
STANDER, AARON CARL	THE UNIVERSITY OF MICHIGAN	PH.D.	1972	7127
STARCHER, RONALD ROSCOE	THE UNIVERSITY OF ARIZONA	PH.D.	1971	5024
STEINRUCK, YVONNE SUI	THE UNIVERSITY OF TOLEDO	PH.D.	1975	4026
STEPHENS, HELEN BROWN	OKLAHOMA STATE UNIVERSITY	ED.D.	1964	0503
STIEGLITZ, EZRA LOUIS	UNIVERSITY OF PITTSBURGH	PH.D.	1972	4006
STILLWELL, ROBERT JAMES	UNIVERSITY OF SOUTHERN CALIFORNIA	ED.D.	1973	8105
STONEHILL, HARRY	NEW YORK UNIVERSITY	ED.D.	1964	8001
STRICKLER, EDWIN	UNIVERSITY OF SOUTHERN CALIFORNIA	PH.D.	1964	7103
STRINE, GEORGE LESTER	THE PENNSYLVANIA STATE UNIVERSITY	ED.D.	1974	4022

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AUTHOR	UNIVERSITY	DEGREE	DATE	ID NO
STURGIS, DANIEL KENNETH	UNIVERSITY OF MISSOURI-COLUMBIA	PH.D.	1974	5505
SULLIVAN, DOROTHY DOUGLAS	UNIVERSITY OF MARYLAND	ED.D.	1965	6007
SULLIVAN, JOANNA TERESE	LEHIGH UNIVERSITY	ED.D.	1970	0306
SULLIVAN, RAYMOND JOSEPH	ST. JOHN'S UNIVERSITY	PH.D.	1974	2116
SUMMERS, EDWARD GEORGE	UNIVERSITY OF MINNESOTA	PH.D.	1963	2004
SUTHERLAND, SAMUEL PHILIP	UNIVERSITY OF SOUTHERN CALIFORNIA	PH.D.	1966	1002
SWIERCZEWSKI, EUGENE THOMAS	NORTHERN ILLINOIS UNIVERSITY	ED.D.	1968	5019
SZABO, ROBERT JOSEPH	LEHIGH UNIVERSITY	ED.D.	1973	5336
TAYLOR, HARRY J	WAYNE STATE UNIVERSITY	ED.D.	1971	2013
TAYLOR, LUCILLE BUTLER	SYRACUSE UNIVERSITY	ED.D.	1964	7303
TENENBAUM, ARLENE BONITA KATZ	NOT AVAILABLE	PH.D.	1976	6316
TERRY, HAROLD DALE	THE UNIVERSITY OF NEBRASKA	ED.D.	1974	0507
TERRY, SARA MAE DAVIS	THE UNIVERSITY OF ALABAMA	PH.D.	1974	7138
THOMAS, KEITH JOHN	THE UNIVERSITY OF ARIZONA	ED.D.	1975	1018
THOMPSON, ELTON NOEL	STANFORD UNIVERSITY	ED.D.	1967	3008
THOMPSON, RALPH BYRON	THE UNIVERSITY OF NEBRASKA-LINCOLN	ED.D.	1973	0308
THOMPSON, STEPHEN JOHN	SYRACUSE UNIVERSITY	PH.D.	1973	1416
THURMOND, VERA BELINDA	UNIVERSITY OF GEORGIA	ED.D.	1975	1016
TOWNSEND, IRVING DINSMORE	THE HIGH UNIVERSITY OF NEW MEXICO	ED.D.	1962	2002
TREVINO, ALBERT DWIGHT	THE UNIVERSITY OF TEXAS AT AUSTIN	PH.D.	1974	6116
TRUE, JUDITH NAPIER	GEORGIA STATE UNIVERSITY - SCHOOL OF EDUCATIO	PH.D.	1974	1216
TURNER, AARON LYNN	UNIVERSITY OF ARKANSAS	ED.D.	1963	5001
TURNER, DONALD GENE	PURDUE UNIVERSITY	PH.D.	1967	5015
TURNER, WILLIAM JOE	UNIVERSITY OF SOUTHERN CALIFORNIA	PH.D.	1967	5017
TYLER, THOMAS LEE	BRIGHAM YOUNG UNIVERSITY	ED.D.	1974	3026
UROFF, SHAYLE	BRIGHAM YOUNG UNIVERSITY	ED.D.	1972	7130
USOVA, GEORGE MICHAEL	UNIVERSITY OF PITTSBURGH	PH.D.	1973	4016
VACCA, RICHARD T	SYRACUSE UNIVERSITY	PH.D.	1973	6307
VALUSEK, JOHN EMIEL	THE UNIVERSITY OF MICHIGAN	PH.D.	1963	8203
VAN STRAT, GEORGENA	UNIVERSITY OF MASSACHUSETTS	ED.D.	1975	2118
VAN VLIET, JACK	TEMPLE UNIVERSITY	ED.D.	1970	3014
VAN VORHEES, SYLVIA NASH	HOFSTRA UNIVERSITY	ED.D.	1974	5342
VANDEN BOSCH, MARLIN	THE UNIVERSITY OF IOWA	PH.D.	1973	1411
VASQUEZ, JAMES ALAN	UNIVERSITY OF CALIFORNIA	PH.D.	1973	4012
VAUGHAN, JOSEPH LEE JR	UNIVERSITY OF VIRGINIA	ED.D.	1974	1219
VERDERBER, NADINE LUCILLE	THE OHIO STATE UNIVERSITY	PH.D.	1974	3029
VERRY, DANA HEDRICK	UNIVERSITY OF PITTSBURGH	PH.D.	1962	6003
VILHOTTI, ANTHONY JOSEPH	FORDHAM UNIVERSITY	ED.D.	1973	0506
MADE, VERN JOSEPH	UNIVERSITY OF NORTHERN COLORADO	ED.D.	1971	1009
WAHOSKI, LAWRENCE ANDREW	ARIZONA STATE UNIVERSITY	ED.D.	1966	5014
WALKER, KENNETH PHILLIP	STATE UNIVERSITY OF IOWA	PH.D.	1963	7304
WALKER, WILLIAM RAY	THE UNIVERSITY OF WISCONSIN	PH.D.	1964	5202
WALTERS, GEORGE LEWIS	NORTHERN ILLINOIS UNIVERSITY	ED.D.	1973	6010
WARDELL, PATRICIA MURRAY	BOSTON UNIVERSITY SCHOOL OF EDUCATION	ED.D.	1973	5032
WARDLE, KATHERINE FISKE	COLUMBIA UNIVERSITY	PH.D.	1975	6217

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AUTHOR	UNIVERSITY	DEGREE	DATE	ID NO
WARE, RALPH H.	STATE UNIVERSITY OF NEW YORK	ED.D.	1971	5318
WARNER, SHIRLEY MARGARET	OKLAHOMA STATE UNIVERSITY	ED.D.	1973	7310
WARREN, THOMAS SAMUEL	THE FLORIDA STATE UNIVERSITY	PH.D.	1972	3020
WASHBURN, RUSSEL HUBERT	UNIVERSITY OF WYOMING	ED.D.	1974	5036
WASUNG, RICHARD STANLEY KARL	WAYNE STATE UNIVERSITY	ED.D.	1975	8207
WATSON, EARL GWYNE	UNIVERSITY OF SOUTHERN CALIFORNIA	ED.D.	1975	9007
WATSON, JERRY J.	MICHIGAN STATE UNIVERSITY	PH.D.	1974	4204
WATSON, RICHARD LEE	INDIANA UNIVERSITY	ED.D.	1964	7005
WELLS, EDWARD BRADNER	UNIVERSITY OF SOUTHERN CALIFORNIA	ED.D.	1961	8201
WEPPNER, DANIEL BEYER	WESTERN RESERVE UNIVERSITY	ED.D.	1965	5010
WHITWORTH, RICHARD CALE	INDIANA UNIVERSITY	ED.D.	1964	1203
WIECHELMAN, DUANE SYLVESTER	UNIVERSITY OF NORTHERN COLORADO	ED.D.	1971	1006
WILDE, WARREN DELOY	MICHIGAN STATE UNIVERSITY	PH.D.	1973	5335
WILLIAMS, CARMELITA KIMBER	STATE UNIVERSITY OF NEW YORK AT BUFFALO	ED.D.	1973	5333
WILLIAMS, CAROLYN CHANDLER	MISSISSIPPI	ED.D.	1975	6016
WILLIAMS, FRED STEWART	UNIVERSITY OF HOUSTON	ED.D.	1964	2006
WILSON, MALCOLM WETHERILL	THE UNIVERSITY OF ARIZONA	ED.D.	1973	5211
WILSON, ROBERT MILLS	UNIVERSITY OF PITTSBURGH	ED.D.	1960	7301
WINTERS, SHIRLEY NASH	HOFSTRA UNIVERSITY	ED.D.	1973	7137
WISEMAN, MERLYN DALE	UNIVERSITY OF SOUTHERN CALIFORNIA	ED.D.	1975	2021
WITHAM, ANONTHY PATRICK	WAYNE STATE UNIVERSITY	ED.D.	1966	5012
WOLFE, DENNY THRUSTON JR	DUKE UNIVERSITY	PH.D.	1974	6112
WOOD, JOHN A.	SYRACUSE UNIVERSITY	PH.D.	1970	6301
YANUZZI, JOAN RUFF	CORNELL UNIVERSITY	PH.D.	1967	5016
YOUNG, SHERRY LYNN SMITH	OHIO UNIVERSITY	PH.D.	1973	0107
ZAIS, ROBERT STANLEY	THE UNIVERSITY OF CONNECTICUT	PH.D.	1968	1206
ZEPP, GEORGE DANIEL	UNIVERSITY OF MARYLAND	ED.D.	1963	6005